DOCUMENT RESUME

ED 255 483 SP 025 853

AUTHOR	Seiter, Margaret M.
TITLE	Shaping the Body Politic: Legislative Training for the Physical Educator.
INSTITUTION	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
PUB DATE	[84]
NOTE	161p.
AVAILABLE FROM	AAHPERD Publications, P. O. Box 44 Industrial Park Center, Waldorf, MD 20601 ($9.95 prepaid).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Activism; *Advocacy; Change Strategies; Citizen Participation; Decision Making; Legislators; *Lobbying; *Physical Education; *Public Opinion; Public Relations; State Legislation

ABSTRACT

This guide for changing public opinion concerning physical education is divided into four sections: The first, "Setting the Stage" tells how the various governments are organized, and the processes which turn public opinion into public policy. Future trends in the federal, state, and local role in funding public education are discussed. An explanation is given of the structure and function of the state legislatures and their relationship to public education policy. "Getting Started" provides a model for mounting a comprehensive statewide legislative campaign. It suggests planning strategies and ways to involve people for successful political action. "Tools of the Trade" outlines techniques to educate voters and politicians. A case study is presented of a successful public relations effort in Iowa. "Research and Resources" offers questions and answers about physical education, research excerpts, and support statements to help sell physical education to political decision makers. The chairs of the fifty states' appropriation and education committees are listed, as well as the governors, and superintendents of health and physical education. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255483

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

W L Cooper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SHAPING THE BODY POLITIC

Legislative Training for the Physical Educator

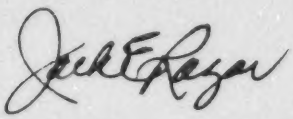
SP025853

Shaping the Body Politic: Legislative Training for the Physical Educator

I know that you are as concerned as I am about growing competition for the shrinking educational dollar. Decisions are being made now in states and localities across the nation which will determine which programs will be cut today and which will survive to march forward into the future. The case for the education of young minds about the care and maintenance of their bodies must be presented.

It is time to begin a new kind of training—*legislative training*. We must learn to use the tools of legislative power. We must learn to build constituencies, present our cases successfully, and mold public opinion. We must learn to shape public opinion, not react to it.

This packet is a first step toward a more active future for our profession.



Executive Vice President
American Alliance

Shaping the Body Politic:
Legislative Training for the Physical Educator

by
Margaret M. Seiter, *Director*
Public and Legislative Affairs

Maripat Goggin, *Legislative Assistant*
Barbara Kres Beach, *Editor*

Published as a membership service of the
American Alliance
for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, Virginia 22091

Wayne H. Osness, *President*
Bea Orr, *President-elect*
Mary K. Beyrer, *Past President*

Jack E. Razor, *Executive Vice President*

Published in cooperation with the
Sporting Goods Manufacturers Association

Table of Contents

I. How to Use This Packet I-1

II. Setting the Stage

Making Public Policy in a Federalist System II-1

Education: Who's In Charge? II-4

Know Your State Legislature II-13

III. Getting Started

Planning Legislative Action III-1

Central State: A Sample Plan III-15

Four Action Plans for Physical Education III-23

IV. Tools of the Trade

Legislative Tools IV-1

Samples IV-13

Practicalities IV-17

Tools for the Media IV-21

Samples IV-27

Practicalities IV-33

Want More? IV-35

The Iowa Story: A Case Study IV-38

V. Research and Resources

Resources for Action

Questions and Answers about Physical Education V-1

Support From America's Leaders V-4

National Organizations Support Physical Education V-5

Research Excerpts: Physical Education Facts V-7

State and Community Resources

State Legislative Committee Chairs V-18

State Resources Directory V-28

Community Resources V-39

Intergovernmental Budget Timeline V-40

I. How to Use This Packet

How to Use This Packet

Public schools belong to the public. Decisions about funding, staffing, curricula and facilities are shaped in the political arena. *Shaping the Body Politic* is a guide for changing public opinion concerning physical education. It is written for those who have the courage and desire to influence the political decisions which affect the future of physical education for our nation's youth.

No two states are alike. No two communities have the same problems—nor the same resources. There is no single prescription for success. But, there are commonalities among the political environments, structures, and interversions which can change physical education policy.

Shaping political decisions successfully requires more than motivation. It requires a knowledge of the political process and a grasp of the tools that help sway decision-making.

Our government reflects the changing values, beliefs and needs of the public. We are the public. Change is the only certainty. We can be a part of a changing world.

Shaping the Body Politic is divided into five sections for easy reference. Not everyone will need all of the information presented here, but rather may pick and choose the most pertinent and applicable sections. The book is intended as a resource manual—but it is mostly intended to be *used.*

Section II—Setting the Stage tells how the various governments are organized, and the processes which turn public opinion into public policy. A brief history and some future trends concerning the federal, state, and local role in funding public education is given. Also included is an explanation of the structure and function of the state legislatures and their relationship to public education policy.

Section III—Getting Started provides a model for mounting a comprehensive statewide legislative campaign. It suggests planning strategies, and ways to involve people for successful political action.

Section IV—Tools of the Trade provides tools for action. It outlines techniques to educate voters and politicians, giving samples and a case study of one successful state.

Section V—Research and Resources offers questions and answers about physical education, research excerpts, and support statements to help sell physical education to political decision makers. The chairs of the fifty states' appropriation and education committees are listed, as well as the governors, superintendents of education, and superintendents of health and physical education.

II. Setting the Stage

Making Public Policy In a Federalist System
Education: Who's In Charge?
Know Your State Legislature

Making Public Policy In a Federalist System

People who consider the idea of influencing public policy are often confronted with a variety of conflicting emotions. How does it work? What can I do? Isn't influencing the government somehow wrong? How can an ordinary citizen interact with government in a legitimate way with some degree of intelligence, effectiveness and focus?

Our government is based on a model called federalism which is really a series of governments, each with its own role and jurisdiction. A helpful way to look at our governing forces is to use the Public Policy Making Grid. The grid shows the three levels of government—federal, state, and local—and the three branches of government—executive, legislative and judicial—in a matrix. It is a clear, if not always accurate, way of viewing the dividing lines of government power.

PUBLIC POLICY

Public policy can be defined as the expression of policy by the government which reflects the common philosophies, values and desires of its citizens. To influence public policy, you must first know which government structure has jurisdiction over your issue. Is it a local county legislative issue—a matter of funding from the city council? Is it a state executive issue—a matter of the state superintendent's removing the curriculum guidelines for physical education? Or is it a national judicial issue—an educational institution suing to prevent Title IX from applying to an athletic program? The first step in influencing public policy is to place your issue on the grid.

THE THREE BRANCHES

The framers of the Constitution were interested in providing a stable government to protect property against the leveling tendencies of the majority. They created the electoral college and a powerful judiciary, and provided for the indirect election of senators through the state legislatures.

They designed a system of three branches of government: executive, legislative, and judicial. Developed as a check and balance on the excessive use of power, the three branches were a reaction against the tyranny of the British monarchy.

In simple terms, it is the function of the legislative branch to *make* the law: the executive branch to *administer* it; and the judicial, to *adjudicate* it. Each defines the way governments relate to citizens.

Executive

Although laws are made by the legislative branch, legislation is not the only way to make public policy. The executive branch can make policy in the ways it chooses to administer the laws set down by the legislative branch. For instance, the state legislature could view health and physical education as central to a solid education, and therefore

Figure 1: Public Policy Making Grid

	EXECUTIVE	LEGISLATIVE	JUDICIAL
FEDERAL	President, Vice President, Cabinet, Federal Agencies, Presidential Councils, etc.	U.S.Congress, Congressional Budget Office, Library of Congress, other Congressional Offices	Supreme Court, Federal Court system
STATE	Governor, Cabinet, State Agencies, Special Commissions and Councils, State Boards of Education	State Legislature, State Legislative Offices	State Supreme Court, State Court system
LOCAL	Mayor, City/Town Offices	City/Town Council, Board of Supervisors*	Local Court System

* Local Governments are defined by state law. In some counties, the chairman of the board of supervisors functions as a chief executive

specifically include it as one of the services which must be provided to all children. The governor, through the state's secretary of education and the state board of education, could decide that physical education is not so important, and write state curriculum standards so that local schools are mandated to provide only a minimum of 45 minutes of physical education per week. The public policy decision that the legislature set down then would be modified in the executive branch. Both of these actions are expressions of public policy.

Within the executive branch is a myriad of public officials, who each have responsibility for some decision-making. Collectively these decisions express the public policy of the executive branch—it is a policy which changes with each administration, because the chief executive and his policies govern at the direct *request* of the people. The newly elected executive represents the policies that the people have said they want. A good government bureaucrat whose tenure transcends any administration reflects the views and policies of the administration currently in power.

Citizens express their opinions to the executive branch primarily by electing the chief executive—the president, the governor, or the mayor. But as our system of government has become more complicated, other mechanisms—public hearings or public comment—for public input have become more formalized. All federal regulations are subject to public comment. Many state policy decisions are preceded by regional hearings designed to garner input from professional providers and consumers of relevant state services. Volatile political issues are often handled this way to diffuse public outcry and to move the decision to the most politically expedient or publicly accepted middle ground.

Often curriculum changes are handled in the executive branch of the state government, through the governor and then through the state board of education. The public is usually informed about proposals and decisions prior to adoption to allow for comment. Even though the state department of education members are almost never elected directly by the voters, they are still public servants and as such are responsible both to the public and to the governor.

Legislative

The legislative branch is the easiest to influence, and the one most directly responsible to the people. Legislators are elected from specific geographic districts, and represent fewer people than the executive branch.

Citizens express their needs to the legislature in a variety of ways, primarily by voting for their legislators and participating in their party campaigns at the local level. The other common ways are by writing letters to legislators or testifying at public hearings. Hearings are usually held in conjunction with new proposed legislation, the budget and appropriations process, and oversight activities. The legislature can hold hearings on almost anything that could be considered "public business."

Judicial

The judicial branch was designed as the most distant from the public influence. The function of the judicial branch is to ensure that laws are consistent with the Constitution and that the administration of the law is consistent with its language or intent.

Although some judges are elected, they are usually appointed and have stringent guidelines for removal from office. Although the intent was to make them more impervious to the political whims which effect the legislative and executive branches, court decisions remain an expression of public policy.

Because individuals can have an impact on the judicial system only by filing suit, the judicial system is seen as largely *responsive*, taking little initiative of its own. It responds to complaints from the citizens about the constitutionality, interpretation, or administration of a law. Another common way to interact with the judicial system is to file as a friend of the court, or to file as part of a class action, which means that the decision would apply to an entire class of people, such as children under 18 in a particular state, or women, etc.

THE THREE LEVELS

Although the concepts of democracy and equality upon which our country was founded

solidified slowly, the desire for independence was always pervasive. The very name of our country, the United States, reflects our paradoxical desire to be independent states, yet united and strong. The early leaders of our country took various positions on this continuum of independence—unity. They saw the advantage of a strong central government as crucial to the survival of our new nation. With the election of Thomas Jefferson, however, the concept of decentralization took hold. Jefferson wanted a majority of the power to be centered in the local governments, and advocated for New England-style town meetings. Jefferson is credited with what became the concept of states' rights.

Unlike the three branches of government, the roles of the three levels of government throughout our history have been less clearly defined. The very obvious role for the federal government is national issues; the states traditionally have been concerned with the health and welfare of citizens. Local government tends to more immediate issues of zoning, property use, and local schools.

Power Shifts

During Franklin Roosevelt's term, the federal government began to take on new responsibilities. Jobs programs were developed, food programs began. During the 60s and 70s the federal government began to increase its role with the Great Society and the War on Poverty. Federal programs were expanded and some programs were funded directly to local governments, bypassing the states altogether. Civil rights became an issue and state and local governments began to be perceived as incapable or unwilling to guarantee basic constitutional rights. The federal government had to assume more authority to uphold the constitution.

President Reagan's "new federalism" program tries to shift some of the power which now rests with the federal government to the states and localities. The President's "new federalism" is much the same as Thomas Jefferson's original notion, or "old federalism." The conflict over which level of government should appropriately have authority for a variety of areas is as old as our country itself. Just as the ideas of a perfect form of government were debated in the early days of our country, they are debated today. Some of the old arguments continue to haunt us.

When discussing ways of influencing governments, it is generally helpful to look at which branch of government has the decision-making power. In general, the closer the decision is to the people, the more personal the politics become. Although you may not personally know your U.S. Senator, you may very well know your state senator. In a small town, you may know the mayor as a close friend. This can both complicate and enhance the effectiveness of your lobbying effort. In general, because everything is more visible, state and local governments are less forgiving. Conversely, if you establish a positive reputation, it is generally more lasting and valuable on this level in the long run. Care, consistency, and credibility are extremely important.

PUBLIC POLICY FOR PHYSICAL EDUCATION

The first and most pervasive truth about government is that it is subject to change. It is a dynamic system which is influenced by outside forces—economic situations, wars, politics and public sentiment. Likewise, today's government is not the government of the past; tomorrow's government is not the government of today. Times change. Power shifts. The changing nature of our government enables citizens to have a hand in developing the future. However, it also blurs the boundaries of the Public Policy Making Grid, necessitating a more skillful and savvy approach. It can be very much like hitting a moving target. If you are committed, energetic, and willing to learn as you go, however, you can have a hand in shaping public policy. You can make public policy work for physical education.

Reprinted from the Journal of Physical Education, Recreation and Dance, September 1983. Used with permission.

Education: Who's In Charge?

HISTORICAL CONTEXT

The U.S. Constitution makes no provision for education, which from the earliest United States history was perceived of as a state responsibility. As early as 1647, Massachusetts required that each town within the colony establish a school. Other colonies soon followed, and publicly supported schools were born. But the schools were not organized, certified or evaluated centrally—quality and funding varied widely. Religious orthodoxy and secular education intertwined.

The colonies recognized decentralization by acknowledging state *responsibility* for education, but assigning *control* to local authorities. With federal land grants a part of the Northwest Ordinance of 1787, and with general tax support legislated by Massachusetts in 1789 and Connecticut in 1795, federal and state education support began.

As public education grew, and the concept of free public education became accepted, theology became less important, and standardization became more important. This trend crystallized in New York's establishing the Board of Regents in 1784, and the first state superintendent of schools in 1812. Horace Mann in Massachusetts and Henry Barnard in Connecticut pioneered the establishment of effective educational standards. School attendance became compulsory in 1852; by 1900, 32 states had such laws.

State control of educational standards was further advanced when the University of Michigan agreed to accept all graduates of university-accredited public schools. This meant, in effect, that the university set teacher training and curriculum standards which local school authorities had little choice but to accept.

THE ROLE OF THE STATES

Practice, more than design, established the state as primary governmental units responsible for education. Today, following the decentralized model, most states relate to their local governments on a *functional* basis, rather than geographic, political, or other basis. States traditionally have provided:

- legislation establishing and regulating a system of public schools (legislative branch);
- supervision and control of local schools through state administrative agencies (executive branch);
- financial support for elementary and secondary schools (appropriations—legislative branch; administration—executive branch); and
- maintenance of state colleges and universities (legislative and executive branches).

STATE LEGISLATURES

State legislatures enact laws to establish and maintain school systems. Generally these laws affect the organization of the local governing units (or school districts), defining their responsibilities, powers of taxation, and designation of officers. State laws *may* regulate teacher certification, length of school year, and minimum salary standards. But beware. All generalizations are false, and educational generalizations can be misleading. Each state is different. One state legislature may decide to designate curriculum areas and minimum time requirements. Another may ask the state school board, the state superintendent of public instruction, or the local school board to make these decisions.

State legislatures also keep an eagle eye on their laws long after they have passed both houses. For the most part, the governor and the executive branch administer and regulate laws which the legislatures pass. However, legislatures may also ensure that the letter and intent of the law is respected when it is administered. Like Congress, state legislatures may hold oversight hearings on any statute in danger of being administered in a manner inconsistent with the letter and

intent of the law. In the past, state legislatures have used their oversight powers reluctantly, but there is a growing trend among legislatures to affirm their independence of the executive branch by exercising more authority over their legislative mandates.

State legislatures also often have legislative review authority over executive branch regulations; thirty-one states retain some mechanism to review regulations. Whereas the law sets forth the action, the rules or regulations explain how the public can expect to relate to the law. Congress and state legislatures occasionally accuse the executive branch of exceeding its powers and "making law" by writing regulations which stray too far from the legislation. But, in fact, legislation is sometimes intentionally vague for political reasons. If all relationships were detailed and clarified, the law might not have satisfied all parties as a good "compromise" piece of legislation. Because laws are often vague, requiring executive branch clarification, state education department officials and board members can have tremendous impact on the way the law finally relates to the public.

THE STATE EXECUTIVE BRANCH

All states have at least one agency responsible for education—usually the state department of education, which relates to a state board of education. The state board may be established by either state constitution or state statute. Although practice varies from state to state, three-fifths of all states' board members are appointed by their governors.

The primary function of the state board of education is to set education policy for the state. In interpreting policy, the board also distributes funds which have been appropriated by the state legislature to local governing units, and sets minimum standards. It also serves as a conduit for federal funds.

Each state also has a chief state school officer—usually called a superintendent of public instruction or commissioner of education—who administers the department of education. In about one-third of the states (18), the superintendent is elected by popular vote; the remaining superintendents are appointed by their governors (4), or state boards of education (28). The trend in recent years toward more gubernatorial accountability for the total operation of the executive branch, has made appointment by the governor the preferred method.

The chief state school officer administers the policies, funds, programs or standards established by both the legislature and state board of education. Often assisted by a cadre of assistant superintendents, the officer oversees subject areas, and provides assistance to local school boards. Most states have assistant superintendents for health and physical education, although in recent years, several states have lost, or are in danger of losing, these positions.

LOCAL ROLE

Local political systems vary even more than state systems. The U.S. Constitution's Tenth Amendment says that all powers not conferred on the federal government are "reserved" to the states. No mention, however, is made of local governing units, which exist by authority of the states. Except for those who live in unincorporated rural areas, most people live under the jurisdiction of both a municipal and a county government.

The several forms local government may take—counties, towns, townships, cities, villages—vary considerably from state to state. States also differ when it comes to administering their elementary and secondary school programs. About half of the states use a local governing unit—either a town or county—to administer schools. The other half impose the school district onto the existing government structure. Fifteen states use counties; nine use towns, and 24 use districts to administer their schools. Delaware and Hawaii have state-run systems.

Counties

Traditionally counties have been larger, often rural political subdivisions. Governed by a board of commissioners or supervisors which often serves as both the legislative and the executive branch, the county may be run by an elected or board-appointed administrator. When *elected* by the people, the county executive assumes the function of the executive branch.

Most of the South, Nevada, Utah and New Mexico administer education on a county-wide basis. A county education system is

administered by a county supervisor of education appointed by and responsible to the county board of education. County boards of education may be appointed or elected, and usually administer larger geographic areas than towns or districts.

Towns

The town or township, originally governed by town meetings which included all citizens, is today often governed by an elected town council, sometimes called selectmen. All New England states—with the addition of New Jersey, Pennsylvania, and Indiana—use the town to administer education. Within the town, an elected board of education or school committee manages the schools.

District

In the district system, the school district, rather than the local governing unit, has primary responsibility for public school administration. The most common kind of special district, school districts are somewhat independent of local governing units. Regional, special districts sometimes cross state lines, and are used to administer transportation, conservation, or health services.

Special districts serve several functions. First, they allow for more efficient planning, funding, and service delivery *among* local governments. To keep in tune with the geographic and economic realities of a region often requires ignoring strict adherence to governmental boundaries.

Second, by being one step removed from the local governing unit, special districts can acquire some indepedence from politicians and the political process. Some critics of the district system argue against independence, affirming that all government functions should be directly accountable to the voters. However, although the democratic process has been shown to produce the *best* decisions, the decisions do not necessarily lead to the most cost-effective and efficient way to manage large-scale services. For practical reasons some democratic principles are sacrificed in favor of good business.

Third, a special district provides a way to bypass constitutional or statutory limitations on taxes or debts imposed by the state. A special district often has authority to sell bonds to finance its operations, although states have curtailed this authority in recent years.

School districts are usually managed by a three-member elected board which has authority over personnel, property, and finance. Some states give district voters input into the financial decisions at annual school meetings.

Because school districts originally formed around population pockets, many suffered both small size and lack of financial resources. Although there were over 100,000 school districts nationwide in 1942, many states have consolidated since then. By 1951-52, there were 71,117 school districts, and by 1972 that number was reduced to 15,787.

INFLUENCING PUBLIC POLICY

To influence public policy, you must first find out which governmental or administrative unit has responsibility for the policy decisions. Is it a curriculum decision? Has the state legislature established the curriculum, or have they given that authority to the state board of education, the state superintendent of education, or the local school board? Is the policy reflected in state law, in regulation, or administrative policies?

In general, the closer decision-making is to the people, the easier it is to influence decisions. In other words, it is probably easier to affect your *local* school board than your *state* board of education. The closer the educational administrative unit is to the voters, the easier it is for them to be heard. A decision-maker whose job depends on the good will of the voters is more likely to listen to them.

An *elected* county board of education is more likely to listen to your comments than an *appointed* county board; an *elected* superintendent of education is more likely to listen than an *appointed* superintendent. By the same token, a *district* school board which both serves a larger region and is somewhat removed from the local governing unit, is likely to be less responsive than a *town* board of education.

ADVISORY BOARDS

Another mechanism for voicing public opinion and concern about public policies is the advisory board. Many states, district, and

governing units have advisory boards, or ad hoc boards to hear public opinion on a particular issue. Often state or federal laws require public input through such a process. Sometimes, as in the federal block grants, board membership is designated according to representative groups—one parent, one educator, one administrator, one private school administrator. Designated membership ensures that both primary and secondary consumers of a service are a part of the decision-making. Children and parents, as well as professionals and other interested parties are often included on advisory boards.

In general, advisory boards have no direct decision-making power, and they sometimes can present the *illusion* of public input, while other politically expedient decisions are made. Just as often, however, they can forcefully influence decision-making—and win. The political see-saw doesn't always move in predictable rhythms. What often counts in such potential political conflicts is the unity and respect of board members. When their recommendations can be taken seriously, they provide an additional mechanism for public input which should not be ignored.

EDUCATION FUNDING

Public funding is a reflection of public values, and hence of public policy. It expresses where the public, through government officials, chooses to put their money. Public education is financed with public dollars, and decisions about how and where these dollars are spent have always been controversial.

Although sufficient money does not guarantee a quality educational program, it is hard to have good schools without it. In the past, public education has been financed almost exclusively by local property taxes. Thus, education has affected people in three areas very close to their hearts: their children, their homes, and their money. It is no wonder that society's problems and values have been reflected so often in public schools.

PAST FUNDING PATTERNS

Although state and federal grants were born in the early days of the public schools, local property taxes were the primary revenue source then, and today remain the the single most important source of revenue for the schools. By 1900, all states were in the business of providing aid to local schools, but there was not uniformity of funding among them.

Beginning in the early 1900s, the foundation program provided ongoing allocations of state money to local schools through a funding formula. The foundation program allowed the states to set a minimum dollar amount for state education funding, and then to establish a formula for its distribution among the local school districts, usually based on a per pupil expenditure. This program encouraged systematic planning and simplified state education policy making, by making the state-local relationship more concrete.

Equalization was the backbone of the foundation program. The concept was to provide every child with a minimum education, which the state could help ensure by supplementing local property taxes. Localities with a smaller property tax base would receive more state money; localities with a larger tax base, less. With a tax base-governed distribution system the educational opportunities available to all children could be equalized.

Unfortunately the foundation program was never entirely successful. It never fully accomplished the goal of equalization, and, during the '60s particularly, the public became increasingly disenchanted with it. The issue came to a head in 1971 when the California Supreme Court ruled that, under the state constitution, the state's funding arrangement was unconstitutional. The court held that the level of expenditure for a child's education must not depend on the wealth of the child's family or community.

By 1975, more than 30 states were investigating new educational funding mechanisms. As a result some states adopted plans to equalize property taxes through other state funding mechanisms, such as state income taxes. They used the additional revenue to offset the differences in local property taxes, while maintaining the per pupil expenditure foundation program as a primary funding mechanism.

RECENT TRENDS

Just as states were beginning to search for

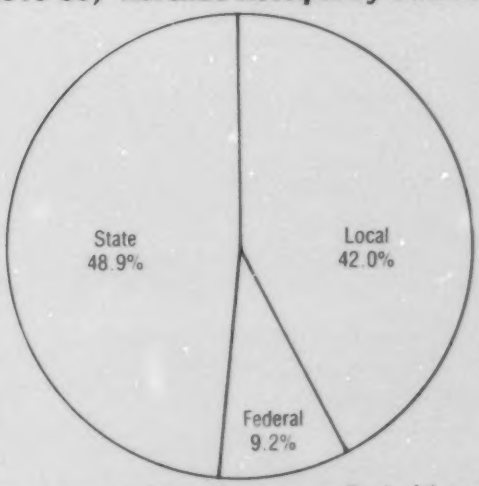
additional funding sources for education, the public financial picture at all levels took a dive. A severe recession decreased business and corporate taxes, caused lay-offs, and subsequently decreased sales, income and property taxes. At the same time, it *increased* the need for public services and direct financial assistance such as food stamps, and unemployment and welfare payments.

Concurrent with the overall economic woes, some states were plagued by the taxpayer revolt of the later 1970s. During the '60s and early '70s, 586 different state taxes were increased, and 41 new state taxes were instituted. This trend was reversed in the late '70s, and the Education Commission of the States reports that 16 states ended fiscal year 1981 with either a deficit, or a surplus of less than one percent.

In addition, the block grants proprosed by President Reagan were successful in returning control and responsibility for some educational services to the states—something they have long wanted—at a time when they could least afford to pay for them.

Nine governors called their state legislatures into special sessions in 1982 to deal with state budget deficits, and five states were forced to borrow from the federal government to meet their unemployment benefits.

FIGURE 2: Public School Funding (1979-80) Revenue Receipts by Source



Source: Council of State Governments. Book of the States. 1982-83.

While the states have been grappling with funding problems, they have tried to meet the court restrictions on property taxes by instituting pupil-weighted funding approaches. The pupil-weighted approach assigns higher weights to students in certain grades, in very small school districts, or with handicaps, to acknowledge that equity for some students costs more than equity for others.

THE CHANGING FEDERAL ROLE

Since Franklin Roosevelt's administration the federal government has played an increasing role in domestic programs. Federal program growth was spurred by certain "categories" of issues perceived as needing national assistance. This stronger federal role emerged because of

- issues which crossed state lines;
- failure to serve certain groups of people; and
- disproportionate concentrations of poor people in certain states and urban areas.

In addition to the increase in federal domestic programs, the '60s and '70s witnessed a new twist to funding dispersal. A direct line from federal to local governments or special districts was created. Federal funds would often flow directly to a nonprofit agency or local government administering a program, bypassing the state government entirely. As more regulations or "strings" were tied to federal funds, states began to feel a loss of power and control. They resented what some referred to as federal "fiscal blackmail."

BLOCK GRANTS

President Reagan, arm-in-arm with the new Republican Senate, took Washington by storm. Having maintained a Democratic majority for the last 26 years, the Senate change in majority leadership—a change which occurred with the 1980 elections—was even more significant than a new party in the White House.

President Reagan believes that the role of the federal government has grown not only beyond what is reasonable and appropriate, but also beyond the limits of the U.S. Constitution. The President wants to return to the decentralized federalism of the past, allowing the federal government to concentrate on

foreign affairs and defense. The block grants were the cornerstone of this program which he called the New Federalism.

With his March 1980 budget request (for FY 1981), President Reagan proposed the following policy shifts:

- consolidation of 90 categorical programs into five block grants to the states;
- transfer of some authority from the federal government to the states;
- reduction in federal regulations and "strings" attached to federal funds; and
- across-the-board reduction of funds by 25 percent.

Congress responded by modifying Reagan's request, giving him partially what he asked for.

The purpose of the block grants was to return spending decisions to the states by eliminating federally mandated "categories" and allowing states to determine how and where to spend federal money. The block grants also attempted to clarify that education is the primary responsibility of the states, citing the constitutional reference to powers *reserved* to the states. In addition, the block grants established a more visible role both in funding and decision-making for private schools. The block grants served to reduce the amount of federal money to the states. The argument was that reduced federal regulatory burdens would reduce education costs.

Although the states, and particularly the governors, had wanted more authority and less federal involvement, the impact of Reagan block grants was felt at a time when state revenues were declining and state tax cutbacks were taking effect.

ISSUES FOR THE EIGHTIES

Because public funding is one of the most important ways of demonstrating public priorities, the educational priorities of the 80s will be reflected in where and how public money is used.

The funding issues of the '60s and '70s primarily concerned the question of equity and equalization of opportunity. Reporting in the 1982-83 *Book of the States*, the Council of State Governments says that "the most important issue in education today is the quality of the public school system." The Council continues, "only slight improvements have been made in analyzing the relationship between the 'outputs' of the education process and the 'inputs' required to produce them."

The concern with "inputs" and "outputs" reflects a greater need for accountability and quantification. Most states focus on per pupil expenditure levels, pupil-teacher ratios, teacher training and experience, and teacher salary levels as indicators of quality, according to the council. The institution of minimum competency requirements to be met if students are to pass from one grade to another reflects the desire to have accountable and concrete measures for education. In the late '70s, minimum competency tests were adopted by more than 35 states.

In a speech before state legislators in mid-1981, Education Secretary T.H. Bell called for states to introduce *maximum* as well as *minimum* competency standards. The need for more concrete measures—for assurances that the educational system is working—have been exascerbated by the sagging economy, the feeling that we are being surpassed by other countries in world markets, that our current systems have become sluggish, and that we have lost our competitive edge and entrepreneurial spirit in favor of equity. Much of this position is reflected in the report by the National Commission on Excellence in Education, *A Nation at Risk*, which claims that the American educational system is drowning in a "rising tide of mediocrity." The Council of State Governments counter that "the goal of an adequate, high quality education program for all students may be achieved at the expense of some of the improvements in fiscal equity that have been accomplished during the last 15 years."

FUNDING ISSUES FOR THE FUTURE

The Council of State Governments examines several funding issues which will be in the educational forefront for the states in the future. Financial distribution of state aid to small school districts and cities is a growing concern. City school systems—once among the best in the country—have suffered with the financial deterioration of the cities. While states recognize that city systems need more money, the trend toward school district consolidation is being reversed. Rising transportation costs, and a growing interest in main-

taining community social institutions account, in part, for the reversal.

Two recurring financial issues are public aid to private schools, and teachers' salaries. The emerging public response to education vouchers and tuition tax credits may have a great deal to do with the role of both private and public elementary and secondary schools in the future. Teachers' remuneration promises to be a particularly volatile issue. Proposals for merit pay and master teachers threaten to disrupt the senority system which teacher's unions have worked so hard for. Proposals for a "free market" system of pay based on the need for particular subject matter teachers—and their relative availability or scarcity—have not been well received by teachers.

YOUR ROLE

Recent political and economic changes and today's trends will shape education in the future. These institutional changes will determine how we will define and perceive the role of education. How does the physical educator fit into this changing pattern? What will be the future of physical education in public schools? As physical educators, our future depends on the role we define for ourselves today.

With the decentralization of the public policy-making process, more and more decisions are being made at the state and local levels. Physical educators have a greater chance of making their voices heard than ever before.

The key to influencing decisions is learning the players and the rules in the political game.

- Who is responsible for making the decisions?
- What processes do they intend to use to make the decisions?
- What mechanisms are available for public input?
- What timeline are they working under?
- Who else needs to give approval?
- When will the decision go into effect?

Because each state is different, there is no single blueprint for action. The problems of each state must be addressed individually. Persistence, curiosity and commitment are important. Continuing to question how decisions are made and how the government works takes persistence. Curiosity about what motivates decision-makers makes the challenge lively. And, a belief that physical education can and must be a part of the educational agenda for the future can maintain momentum through the small disappointments you will inevitably face on the way to winning a very important game.

TABLE I: PUBLIC SCHOOL FINANCES (1980-1981)

Estimated Percent of Revenue By Source
Per Pupil Expenditures, Teacher's Salaries

States	Estimated % of revenue for public schools by source (1980-1981)			Estimated Current Expenditures for Public Schools per Pupil in Average Daily Attendance 1980-81	Estimated Average Salaries of Public School Teachers. 1980-81
	from Local Governments 1980-81	from State Governments 1980-81	from the Federal Government 1980-81		
Alabama	17.85	70.11	12.04	$ 1.593	$ 15.150
Alaska	17.28	70.11	12.04	5.220	29.078
Arizona	47.35	40.64	12.02	2.444	17.200
Arkansas	31.40	54.05	14.55	1.609	13.270
California	14.07	75.38	10.55	2.513	19.836
Colorado	52.92	40.96	6.09	2.348	17.408
Connecticut	59.81	34.43	5.76	2.934	17.370
Delaware	21.47	65.98	12.55	3.142	17.243
District of Columbia	87.97	n/a	12.03	3.785	22.880
Florida	33.33	57.97	8.70	2.237	15.564
Georgia	31.80	55.29	12.90	1.901	15.444
Hawaii	2.59	84.14	12.28	2.575	22.558
Idaho	30.08	[illegible]	8.43	1.780	15.110
Illinois	49.54	40.75	9.71	2.803	19.410
Indiana	34.84	59.68	5.48	2.031	18.054
Iowa	49.54	43.[illegible]	7.37	2.593	16.150
Kansas	47.64	45.56	6.80	2.693	15.059
Kentucky	17.86	70.64	11.68	1.996	15.580
Louisiana	29.85	55.22	14.93	1.972	14.960
Maine	42.10	48.85	9.06	2.138	13.732
Maryland	52.71	39.71	7.58	2.846	19.270
Massachusetts	54.33	38.67	7.00	3.186	18.712
Michigan	56.17	35.82	8.01	2.958	21.213
Minnesota	38.91	54.73	6.35	2.745	18.062
Mississippi	22.82	53.09	24.09	1.771	13.000
Missouri	52.95	36.93	10.12	2.101	15.187
Montana	42.68	48.29	9.02	2.550	15.400
Nebraska	67.69	24.41	7.90	2.353	14.870
Nevada	40.46	51.72	7.82	2.059	17.107
New Jersey	56.94	39.43	3.63	3.325	18.300
New Hampshire	88.74	6.69	4.57	1.882	12.948
New Mexico	18.89	67.66	13.45	2.153	15.721
New York	53.08	41.99	4.94	3.467	20.400
North Carolina	21.21	65.41	13.39	2.030	15.858
North Dakota	46.62	45.44	7.94	1.934	13.864
Ohio	51.21	40.56	8.23	2.143	16.200
Oklahoma	29.24	59.27	11.49	2.202	14.640
Oregon	54.31	35.96	9.74	2.981	17.503
Pennsylvania	46.50	45.00	8.50	2.659	17.690
Rhode Island	55.39	38.75	5.86	2.919	15.351
South Carolina	26.87	58.75	14.38	1.773	13.970
South Dakota	60.39	26.97	12.64	1.995	13.636
Tennessee	36.61	48.35	15.05	1.825	15.002
Texas	38.90	50.71	10.39	1.798	15.150
Utah	38.43	53.92	7.65	1.777	16.612
Vermont	66.84	27.02	6.14	1.969	13.006
Virginia	49.56	40.92	9.52	2.115	14.874
Washington	16.55	74.89	8.56	2.727	20.702
West Virginia	27.57	61.18	11.25	2.026	14.660
Wisconsin	56.97	36.77	6.26	2.686	16.748
Wyoming	64.74	28.60	6.66	2.437	18.718

(Source: *The American Education Deskbook, 1982-83*, Editorial Projects in Education, and the National Education Association.)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TABLE II: STATES' GAINS AND LOSSES UNDER FEDERAL BLOCK GRANTS

State	1981* Actual Obligations	1982 Continuing Resolution	Percent Change
Alabama	$ 9,310,777	7,638,238	-17.9
Alaska	1,673,421	2,187,360	+30.7
Arizona	5,713,026	5,101,377	-10.7
Arkansas	4,166,966	4,376,070	+5.0
California	54,246,507	41,310,341	-23.8
Colorado	5,470,881	5,226,034	-4.4
Connecticut	7,705,819	5,629,327	-26.9
Delaware	5,334,320	2,187,360	-58.9
District of Columbia	5,081,817	2,187,360	-56.9
Florida	15,189,568	15,789,102	+3.9
Georgia	12,412,579	10,871,064	-12.4
Hawaii	2,614,896	2,187,360	-16.3
Idaho	2,352,502	2,187,360	-7.0
Illinois	22,001,556	21,174,245	-3.7
Indiana	13,296,399	10,588,588	-20.3
Iowa	5,003,104	5,333,733	+6.6
Kansas	3,998,761	4,131,745	+3.3
Kentucky	5,866,713	7,062,039	+19.9
Louisiana	11,553,890	8,550,185	-25.9
Maine	2,465,710	2,187,360	-11.2
Maryland	7,231,962	7,901,277	+9.2
Massachusetts	10,653,970	10,179,203	-4.4
Michigan	20,542,592	18,242,264	-11.2
Minnesota	6,610,381	7,634,133	+15.4
Mississippi	7,674,512	5,286,720	-31.1
Missouri	17,567,404	8,900,251	-49.3
Montana	2,444,590	2,187,360	-10.5
Nebraska	3,728,418	2,862,882	-23.2
Nevada	1,700,010	2,187,360	+28.6
New Hampshire	2,117,783	2,187,360	+3.2
New Jersey	15,530,875	13,493,247	-13.2
New Mexico	3,514,388	2,666,637	-24.1
New York	48,291,827	31,253,236	-35.0
North Carolina	10,689,571	11,053,883	-3.4
North Dakota	1,951,219	2,187,360	+12.1
Ohio	25,208,194	20,366,440	-19.2
Oklahoma	5,085,337	5,487,749	+7.9
Oregon	4,296,691	4,634,193	+7.8
Pennsylvania	20,340,163	20,977,320	+3.1
Rhode Island	2,807,257	2,187,360	-22.0
South Carolina	6,436,972	6,207,221	-3.5
South Dakota	2,003,848	2,187,360	+9.1
Tennessee	7,862,551	8,583,914	-9.2
Texas	27,272,790	27,688,367	+1.5
Utah	3,003,797	3,090,154	+2.8
Vermont	1,809,738	2,187,360	-20.9
Virginia	11,701,345	9,830,541	-16.0
Washington	9,658,280	7,352,568	-23.8
West Virginia	3,282,349	3,654,895	+11.3
Wisconsin	13,788,358	8,923,105	-35.2
Wyoming	1,743,256	2,187,360	+25.4

* Data were obtained from reports of actual obligations by state for the 29 antecedent programs consolidated into the block grant.

SOURCE: U.S. DEPARTMENT OF EDUCATION

(Source: The American Education Deskbook, 1982-83, Editorial Projects in Education, and the National Education Association.)

BEST COPY AVAILABLE

Know Your State Legislature

Although the department of education or state superintendent (the executive branch), makes many decisions which affect physical education, state legislatures, which authorize and appropriate educational funds, also affect physical education programs. State legislatures may choose to give up any portion of their primary authority for making educational decisions to the local school districts, to the state department of education, or state board. They may often do so for especially volatile political reasons.

A PUBLIC FORUM

The U.S. system of government is based largely on a conflict resolution model. Because ours is a representative democracy which allows every adult a voice, many diverse opinions, attitudes, and values are played out. Opinions vary about the latitude and power government should exercise in public problems. While conflicts are sometimes resolved in the courts, more often they are resolved in the legislatures, which provide a mechanism for the open debate of public issues. Legislatures are a forum in which conflict can be resolved and compromises made in a protected and regulated environment. Safe and open forums for public controversy, they make the business of government, the business of the people—open to public scrutiny. Many observers believe that providing a safe, appropriate, and constructive mechanism for conflict resolution has helped ensure the longevity of our system of government.

The federal government, and its legislative branch the U.S. Congress, is concerned with more global issues—foreign policy, defense, interstate commerce—as well as domestic policy. By contrast, state legislatures devote themselves primarily to internal domestic policy. Understandably, the U.S. Congress is more complex and institutionalized in its structure and functions than are state legislatures. The federal government requires a full time Congress and full time support staff. Because state legislatures meet less frequently, state legislators are usually part-time and have other careers and limited staff.

CHARACTERISTICS OF STATE LEGISLATURES

State legislatures are as different as they are alike. Each state has unique laws, procedures, values, and traditions which undergird its legislature. There are some similarities, however, and when viewed together, state legislatures take on some general characteristics which can prove useful. Keep in mind that all characteristics may not apply to your state in each instance. (Check the chart at the end of this section for specific information on your state.)

All states but Nebraska have bicameral legislatures. Bicameral legislatures are modeled on the English parlimentary system of government, and consist of two houses: an upper house—the senate, and a lower house—the house of representatives. In some states, the state legislature is called the general assembly or legislative assembly. Senators usually serve for four years; representatives, for two.

Legislators, like Congress, are elected from geographic political districts. In the early days of our country, state political districts were nothing more than communities or neighborhoods. Population numbers were not a consideration. Today, very stringent laws and guidelines define political boundaries, with regular provisions for re-districting to ensure the "one man, one vote" concept and to prevent illegal gerrymandering.

Population generally governs the geographic boundaries of a political district. Most states have single-member districts: one member is elected from each district. Some states, however, have multi-member districts, which elect more than one legislator per district. There are approximately 1,818 state Senate districts nation-wide, with an average

of 36 districts per state. Twelve states have multimember districts in their senates; 20 have multimember house districts. Florida North Carolina, South Carolina and North Dakota have some multimember districts.

State legislatures have traditionally met biennially, or once every two years, although the recent trend is to meet annually. More legislatures are meeting in off years in either regular, budgetary, special or work sessions than they have in the past. Forty-three states now meet annually. So-called special sessions may be convened either by the legislature or the governor—depending on the state constitution and statues. Most special sessions must be called to deal with a specific topic; discussion of other items during this time is prohibited.

Most states limit the length of their legislative sessions by statute or constitution. The typical state legislature meets from January through May or June. Some meet into the summer, or hold frequent special sessions. Less than six meet year round. The state legislative season—usually in the winter—is an agrarian society holdover. Our early farmer-legislators came to the capitol after the harvest and Christmas Holidays, concluding business in time to return home for spring planting.

LEGISLATIVE LEADERSHIP

In all states (except Nebraska) the presiding officer in the lower house is the speaker of the house (called the speaker), chosen by and from the majority party on a vote of the whole house. In the senate, the presiding officer is the president or president *pro tem*. Some states designate the lieutenant governor as the official president of the senate, and where this occurs, the majority party elects a president *pro tem* to serve in his absence.

Like the U.S. Congress, decisions are made through a committee structure in state legislatures. All legislatures have a statutory set of standing committees which deal with special problems or categories of issues. Legislators usually serve on three or more committees. Typical of the 10-30 standing committees in each house are agriculture, education, energy and natural resources, commerce, health and welfare, local government, government operations, transportation, rules, labor, judiciary, housing, appropriations, and finance. The importance of a particular topic to the state determines whether or not it is designated as a standing committee. Some states may combine agriculture and natural resources, or education, health and welfare, while others have separate standing committees for *each* of these areas. Rules committees generally determine procedural rules for the senate and house. In some states they have the power to determine how and in what manner a bill is considered, and who may speak to it on the floor.

The appropriations committees designate how much money will go to a particular program, usually biennially. Some states also have budget committees and/or finance committees which may set limits on total appropriations, evaluate income sources (taxation and other revenue), or concern themselves more with the state's financial well being than with specific program appropriations.

Many states have separate education committees to consider education issues because they comprise such a large part of the state dollar. Legislatures may involve themselves in the details of their state's education policy or may leave much of the decision-making to the governor and his secretary of education, or superintendent of education.

During the course of a biennium, a state legislature, like Congress, may introduce a large number of bills, while passing very few of them. During the 1979 legislative session, for example, Pennsylvania introduced 3,294 bills, and passed 211; Oregon introduced 2,288 and passed 903; Utah introduced 773 and passed 260; Colorado introduced 1,148 and passed 443.

CHARACTERISTICS OF STATE LEGISLATORS

Just as each state is different, so too is every state legislator. But a composite portrait can be a useful frame of reference to help you know your own legislator better.

The state constitution lists minimum qualifications for state legislators, relative to age, citizenship, and residence. By occupation, lawyers, farmers and businessmen are heavily represented in state legislatures. Although

there are more men than women legislators, women are more heavily represented in the western states and New England. Many legislators were either born in or have lived for many years in their legislative districts. More than three-fourth of them have had some college education, and they tend to mirror the major religious preference of the district they represent.

Currently, there are 7,482 state legislators nationwide—5,501 in the house, and 1,981 in the senate. The average state has 40 state senators and 112 representatives in the house. Georgia and New Hampshire have the largest number of representatives with 51 senators and 400 house members, respectively. Alaska ranks the lowest with 40 senators and 40 representatives.

Fifty-seven percent of all state legislators belong to the Democratic party; 36 percent belong to the Republican party; and 7 percent, other. In the house, 62 percent of the members are Democrats, and 41 percent are Republican. Some states, such as Alabama, Arkansas, and Mississippi, which virtually have a one party system, often play out conflicts *within* party factions instead of *between* two parties.

LEGISLATOR—A MOONLIT CAREER

Unlike congressmen, state legislators tend to view their work as a part-time job, as the legislature is in session only part of the year. Most state legislatures have staff lawyers to assist with the technical work of drafting bills, as well as some form of legislative reference service. California legislators enjoy complete office facilities and staffs, including lawyers and secretaries, while some states offer neither offices nor permanent staffs, preferring to hire temporary employees and house legislators in hotels when the legislature is in session.

Compared with Congress, state legislatures have met less, been paid less, concerned themselves with a much narrower agenda, maintained smaller staffs, and maintained more modest office space (or none at all) for their members. While this is still true today, the complexities of state government, the new emphasis on federalism, and the need to act as competent and efficient receivers of federal funds have pressured state government to diversify and grow. The trend in state legislatures is to increase staff, office space, salaries, length of legislative session, and number of special and working sessions. In some very real ways, the job of governing domestic programs is increasingly shifting to the states.

Salaries

Salaries for legislators have grown in recent years in some states, although the salary range *among* states is very great. Of the 38 states which pay their legislator on an annual basis, the average salary for a state legislator is $14,132. More than one third (18) of the states have granted legislators pay raises since 1980-81. Almost an equal number (19) have remained the same, and one state, Massachusettes, has *lowered* state legislator's salaries.

Eight states compensate their legislators between $20,000 and $31,000 per year. Michigan pays the highest at $31,000, followed by New York at $30,804, California at $28,111, Illinois at $28,000, Pennsylvania at $25,000, Wisconsin at $22,638, Ohio at $22,500 and Maryland at $21,000. Fifteen states pay their legislators between $10,000 and $20,000 per year, and seventeen pay their legislators less than $10,000 annually. Ten states pay their legislators for each day the legislature is in session, or by some system other than an annual salary. Additionally, legislators are often compensated for travel, office expenses, and retirement and medical benefits, although this too varies widely.

The salary range among state legislators is wide, and their tasks and duties vary enormously as well. Illogically enough, however, there is probably *not* a direct correlation nationwide between number of legislative days worked and salary.

State legislatures are also characterized by high turnover, higher at the state than at the federal level. The average turnover rate in state senates in 1980-81 was 20 percent, the average turnover rate in the house was 19 percent. The high turnover rate has been attributed, among other things, to low pay, the part-time nature of the job, and the length of time between biennial meetings. Some observers feel that some state legislators serve their term, and then return to their own professions. Those who are motivated, however, use the state legislature as a step-

ping stone, moving on to follow higher political aspirations.

One observer of state legislators studied the recruitment of freshmen legislators in Connecticut, and later interviewed them. On the basis of this data, he was able to group them into four broad categories: *Spectators*—who watch what goes on; *Advertisers*—who participate for public relations purposes; *Reluctants*—who have been drafted by the party; *Lawmakers*—who are interested in mastering the legislative process and passing legislation.

Your legislator may fit into any one or none of these categories. To be effective in influencing public policy, know what forces move your legislator.

HOW A BILL BECOMES A LAW

Passing legislation on the state level is very similar to the federal law process. Although each state has individual idiosyncracies, the basic elements are similar. There are at least nine general steps common to most states.

INTRODUCTION

Although all bills must be introduced by a legislator, the *idea* for a bill can come from *anyone*. In a state with a strong executive, the governor can frame a piece of legislation. On the state as on the national level, special interest groups often draw up bills they then ask legislators to introduce. In states which have comparatively small staffs, this reduces the burden on the legislator and ensures that the interest group gets exactly what it wants—at least at the beginning of the legislative process.

How well the bill does in the legislature often depends on its sponsors. In general, the more prestigious the sponsor, the more likelihood of passage. Sometimes a bill is cosponsored by two or more representatives. Bills may be introduced in either house.

FIRST READING

Each bill is given three readings, a tradition historically based in the philosophy of open government. Originally, each bill was given three readings so that all legislators (even those who could not read) would know the contents of the bill, keeping the public's business public. It also allowed ample time for legislators to prepare their arguments before considering the bill in committee. Today, bills are not always "read" out loud, but may be considered on three different occasions, or the title may be read—a hold over from the old "readings."

THE BILL IS PLACED IN COMMITTEE

After the bill has been introduced, it is printed and referred to a committee by the speaker of the house or the president of the senate. In Congress, most of the real work on a bill, debate, introduction of amendments, and negotiating, goes on in the committees. In the states, however, more attention is given to floor work, as committees are less structured. Whereas the congressional committee chair is usually responsible for guiding the bill through the committee and onto the floor, in the states, the bill's sponsor or patron monitors and pushes the bill through.

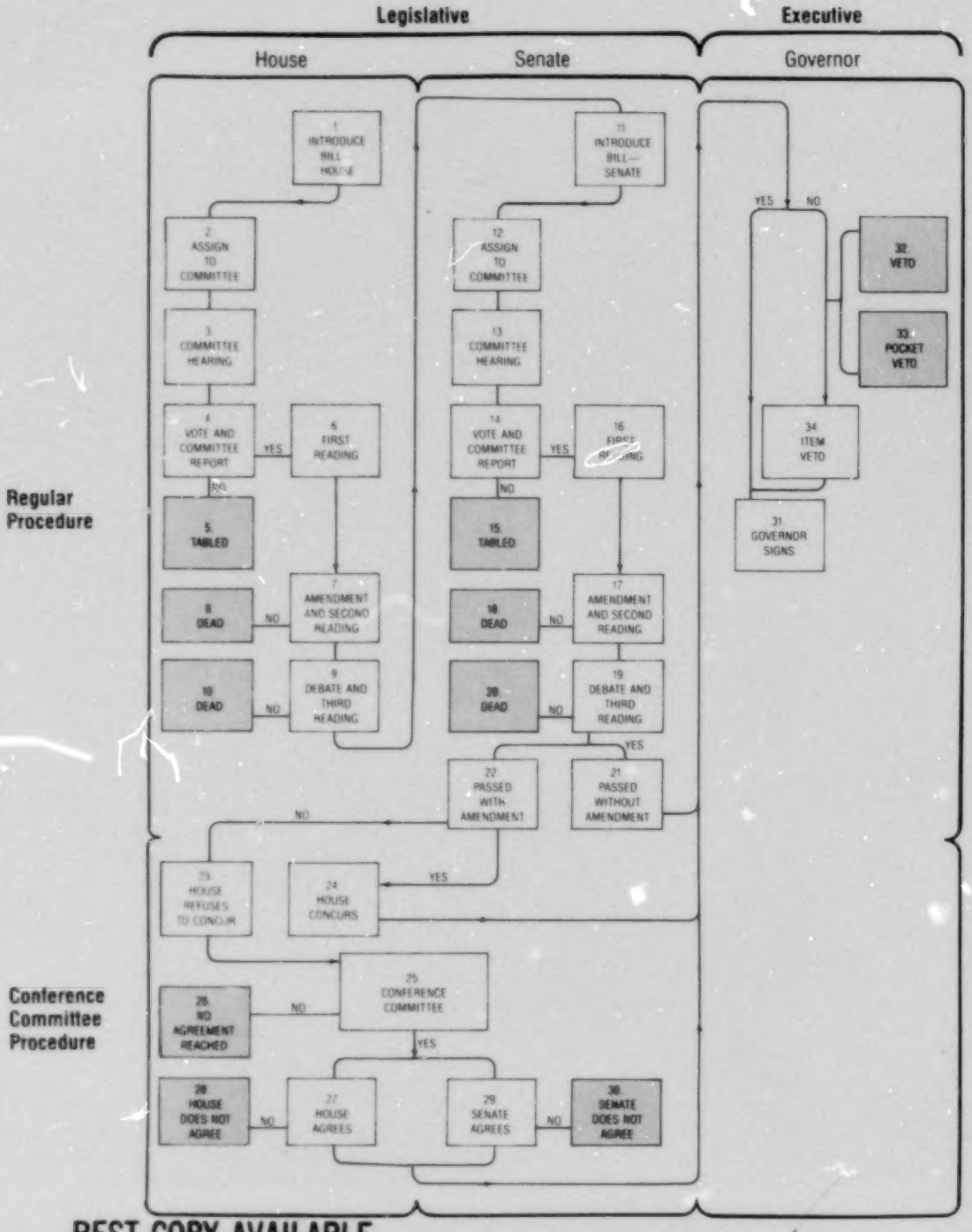
Because state legislatures are part-time, and because they focus on floor action rather than committees, the power of the political parties is strengthened. The relative smallness of their districts encourages state legislators to be quite parochial in their interests. They may often "barter" for votes on legislation which benefits their district, pledging *their* votes on a bill irrelevant to their constituents. This vote-trading often is done in party legislative caucuses. Unlike most committee meetings which are open to the public, party caucuses limit the openness of the legislative process. They also demonstrate, however, how important constituent input is in legislative decision making.

COMMITTEE CONSIDERATION

The committee chair determines when the bill is "called up" or considered by the committee—which for some bills is never. When a bill is called up, however, the committee may hear public testimony for or against the bill. The committee may approve the bill as is, "kill" the bill by voting against it, change it by offering amendments, refer the bill to a subcommittee, or take no action (which also kills the bill.)

If the bill is approved it is placed on the house calendar. Some states may have very specific procedures set down by the Rules Committee for placing bills on the calendar, and for determining when, and how to struc-

FIGURE 3: How a Bill Becomes a Law



BEST COPY AVAILABLE

ture the debate. In states with less stringent requirements, the legislative leaders usually decide the rules for debate.

SECOND READING

On the bill's calendar date, the bill has its second reading. This is an important step. With this reading the bill is brought to the floor and debated by the entire House membership which may offer amendments or may kill the bill. Debate may be limited by the rule attached to the bill by the Rules Committee and by the way the leaders choose to enforce the rules. This can often depend on how they feel about the bill. Voting on the second reading is often by voice vote.

THIRD READING

After the second reading, the bill is engrossed—reprinted with amendments—and it appears on the calendar for a third reading. At the third reading, debate is often waived and new amendments are usually passed by unanimous consent. Then the final vote is taken, usually by roll call. If defeated at this stage, the bill is dead; if passed, it is sent to the other house for consideration.

SECOND HOUSE CONSIDERATION

State consideration of the bill by the second house is much less structured than in Congress. If it is referred to committee, it will take the same path as in the first house. In some states if no one presents substantial opposition, the bill may not even be referred to commitee, going straight to the floor for debate and amendment. If the bill passes in both houses in the same form, it goes to the governor for signature.

CONFERENCE COMMITTEE

If the bill passes with amendments which make it different from the version passed in the first house, then the bill goes to a joint conference committee. The conference committee is comprised of members from *each* house who try to work out a compromise agreeable to both houses. If agreement cannot be reached, the bill cannot pass. If compromise is reached, the compromise version is returned to both houses for final vote. If both houses pass the revised conference committee version, the bill passes the legislature and goes to the governor for signature.

THE GOVERNOR'S VETO POWER

A bill is not officially a law until it is signed by the governor. In all states but North Carolina, the governor has the power to veto a bill passed by the state legislature. Although states have provided for their legislatures to override the governor's veto, the problems inherent in reassembling part-time legislatures, and compiling enough votes to override, make the governor's veto very powerful.

The governors, like the President, can also use a *pocket veto*, which means that the bill dies because the governor simply does not sign it. Unlike a regular veto, the governor does not have to take a specific negative action to kill the bill in a pocket veto, but can simply take no action.

Unlike the President, some governors have a third option called an *item veto*. An item veto means that the governor can veto a particular item, usually in an appropriations bill, without vetoing the *entire* bill. Item vetos are an attempt by the governors to control the influence of special interest groups on the legislature.

REGISTRATION OF LOBBYISTS

Although the First Amendment to the Constitution guarantees "the right of the people . . . to petition the government for a redress of grievances," Congress and the states place some restrictions on lobbying activities and require disclosure of certain information. Associations considering this type of activity need to be aware of the legal ramifications. Before lobbying directly, contact the state lobbying registration office for specific information on your state.

The federal requirements relating to lobbying activities fall under income tax laws and lobbying registration laws. Compliance with income tax laws attracts most concern as failure to comply can be costly. The IRS code categorizes individual membership organizations, and the like. Most state associations fall under section 501(c) (3)—Religious, charitable, scientific, literary, *educational*, testing for public safety, fostering national or international amateur sports competition, and prevention of cruelty to children and animals organizations.

Most membership associations with goals of professional development and continuing education, fall within the *educational* category. "Education" in this case refers to "instruction of the individual and the community." Although this definition comes close to popular understandings of lobbying, advocacy of a particular position generally is allowed as long as a "full and fair exposition of the pertinent facts" is presented.

Organizations which "contact, or urge the public to contact members of a legislative body for purposes of proposing, supporting, or opposing legislation—or advocates the adoption or rejection of legislation" are said to engage in legislative activity. There also exists an apparent distinction between activities designed to "persuade" and activities designed to "educate" with only the former being considered lobbying activity.

The IRS 501(c) (3) rule states that "no substantial part" of these organizations' activities may consist of "carrying on propaganda or otherwise attempting to influence legislation." "Substantial part" has been variously defined by IRS audit guidelines and case law as anything from 5 percent to 20 percent.

STATES

In addition to federal IRS laws, states have additional requirements for lobbyists. In general, public education and professional opinion or testimony is not considered to be lobbying but each state's laws should be checked if substantial lobbying activities are planned. Often, lobbying requires only annual registration and quarterly financial disclosure statements to ensure that lobbying is not one of the organization's principle activities. Registration, then, may well be an appropriate move for your association.

Every state has different laws regarding registration, but 24 states make an exception for persons who speak only before committees or boards. Thirty-nine make exceptions for public officials acting in an official capacity; 13 make exception for any persons with professional knowledge acting as a professional witness. These exceptions could constitute all the "lobbying" your organization plans to do.

In terms of defining who is a lobbyist on the state level the following definitions are the most common—

- 39 states—anyone receiving compensation to influence legislative action.
- 17 states—anyone spending money to influence legislation.
- 15 states—anyone representing someone else's interest.
- 7 states—any executive branch employee attempting to influence legislation.

(Note: Source—Council of State Governments, *Book of the States, 1982-83.*)

To register as a lobbyist, contact the secretary of state, clerk of the house, ethics commission or state legislative council.
State procedures, like definitions, vary.

If your association plans a large, substantial legislative campaign or lobbying effort, another alternative is open to you. A separate organization specifically for lobbying purposes—a "friends of" organization—can be formed. While this may not be legally necessary, your organization may prefer to clearly distinguish between strictly professional and advocacy activities. Such a move could also broaden your political base by including parents and other supporters.

BEST COPY AVAILABLE

TABLE III: THE LEGISLATURES

(As of February 1, 1983*)
Numbers, Terms, and Party Affiliations

State or other jurisdiction	Senate						House						Senate and House totals
	Democrats	Republicans	Other	Vacancies	Total	Term	Democrats	Republicans	Other	Vacancies	Total	Term	
Alabama	32	3	...	...	35	4	97	8	...	...	105	4	140
Alaska	9	11	...	...	20	4	19	21	...	...	40	2	60
Arizona	12	18	...	...	30	2	21	39	...	...	60	2	90
Arkansas	32	3	...	...	35	4	93	7	...	...	100	2	135
California	25	15	...	...	40	4	48	32	...	...	80	2	120
Colorado	14	21	...	...	35	4	25	40	...	...	65	2	100
Connecticut	23	13	...	...	36	2	88	63	...	...	151	2	187
Delaware	13	8	...	...	21	4	25	16	...	...	41	2	62
Florida	32	8	...	...	40	4	84	36	...	...	120	2	160
Georgia	48	7	...	1	56	2	156	24	...	...	180	2	236
Hawaii	20	5	...	...	25	4	43	8	...	...	51	2	76
Idaho	14	21	...	...	35	2	19	51	...	...	70	2	105
Illinois	33	26	...	...	59	4(a)	70	48	...	...	118	2	177
Indiana	18	32	...	...	50	4	43	57	...	...	100	2	150
Iowa	28	22	...	...	50	4	60	40	...	...	100	2	150
Kansas	16	24	...	...	40	4	53	72	...	...	125	2	165
Kentucky (1981)	29	9	...	...	38	4	76	24	...	...	100	2	138
Louisiana (1979)	39	0	...	...	39	4	95	9	1(b)	...	105	4	144
Maine	23	10	...	...	33	2	92	59	...	...	151	2	184
Maryland	41	6	...	...	47	4	124	17	...	...	141	4	188
Massachusetts	33	7	...	...	40	2	131	29	...	...	160	2	200
Michigan	20	18	...	...	38	4	63	47	...	...	110	2	148
Minnesota	42(c)	25(d)	...	...	67	4	77(c)	57(d)	...	...	134	2	201
Mississippi (1979)	48	4	...	...	52	4	116	4	2(b)	...	122	4	174
Missouri	22	12	...	...	34	4	110	53	...	...	163	2	197
Montana	24	26	...	...	50	4(e)	55	45	...	...	100	2	150
Nebraska	Nonpartisan election				49	4	Unicameral						49
Nevada	17	4	...	...	21	4	23	19	...	...	42	2	63
New Hampshire	9	15	...	...	24	2	160	238	2(b)	...	400	2	424
New Jersey (1981)	23	17	...	...	40	4(f)	43	37	...	...	80	2	120
New Mexico	23	19	...	...	42	4	45	25	...	...	70	2	112
New York	26	35	...	...	61	2	97	52	...	1	150	2	211
North Carolina	44	6	...	...	50	2	101	18	...	1	120	2	170
North Dakota	21	32	...	...	53	4	55	51	...	...	106	2	159
Ohio	17	16	...	...	33	4	63	36	...	...	99	2	132
Oklahoma	34	14	...	...	48	4	77	24	...	...	101	2	149
Oregon	21	9	...	...	30	4	36	24	...	...	60	2	90
Pennsylvania	23	26	...	1	50	4	103	100	...	...	203	2	253
Rhode Island	43	7	...	...	50	2	85	15	...	...	100	2	150
South Carolina	40	6	...	...	46	4	104	20	...	...	124	2	170
South Dakota	9	26	...	...	35	2	16	54	...	...	70	2	105
Tennessee	21	11	1(b)	...	33	4	60	38	1(b)	...	99	2	132
Texas	26	5	...	...	31	4	114	36	...	...	150	2	181
Utah	5	24	...	...	29	4	17	58	...	...	75	2	104
Vermont	13	17	...	...	30	2	65	83	2(b)	...	150	2	180
Virginia	32	8	...	...	40	4	66	33	1(b)	...	100	2	140
Washington	26	23	...	...	49	4	54	44	...	...	98	2	147
West Virginia	31	3	...	...	34	4	87	13	...	...	100	2	134
Wisconsin	17	14	...	2	33	4	59	40	...	...	99	2	132
Wyoming	11	19	...	...	30	4	25	38	1(b)	...	64	2	94
All states	1,222	710	1	4	1,986	...	3,438	2,002	10	2	5,452	...	7,438
Dist. of Col. (g)	11	1	1(h)	...	13	4	Unicameral						13
American Samoa	Nonpartisan election				18	4	Nonpartisan election				21	2	39
Guam	14	7	...	...	21	2	Unicameral						21
No. Mariana Is. (1981)	3(i)	6(i)	...	...	9	4	10(i)	4(i)	...	...	14	2	23
Puerto Rico (1980)	15(j)	12(k)	...	...	27	4	26(j)	25(k)	...	...	51	4	78
Virgin Islands	8	7(l)	...	...	15	2	Unicameral						15

*Unless otherwise noted, elections were held in 1982.

(a) All senators ran for election in 1972 and all will run every 10 years thereafter. Senate districts are divided into thirds. One group elects senators for terms of 4-years, 4-years, and 2-years, the second group for terms of 4-years, 2-years, and 4-years, the third group for terms of 2-years, 4-years, and 4-years.

(b) Independent.

(c) Democratic Farmer-Labor.

(d) Independent-Republican.

(e) After each decennial reapportionment, lots will be drawn for 1/2 the senators to serve an initial 2-year term. Subsequent elections will be for 4-year terms.

(f) Senate terms beginning in January of second year following the U.S. decennial census are for 2 years only.

(g) Council of the District of Columbia.

(h) Statehood Party.

(i) The Democratic and Republican parties are not affiliated with the national parties.

(j) Popular Democratic Party.

(k) New Progressive Party.

(l) Independent Citizens Movement.

From: *State Elective Officials and the Legislatures, 1983-1984*. Available from The Council of State Governments, Iron Works Pike, PO Box 11910, Lexington, KY 40578. Price: $15.00. Used by permission.

III. Getting Started

Planning Legislative Action
Central State: A Sample Plan
Four Action Plans for Physical Education

Planning Legislative Action

Playing the Political Game

Planning legislative action is much like planning anything else. To be effective,

- establish a clear goal
- decide the steps to accomplish it
- make an action plan with deadlines
- evaluate your resources
- ACT.

Playing the political game is like playing any other game: to play, you have to know the rules. The rules of the legislative game are the laws, regulations, and traditions governing the election of legislators and passage of legislation.

After learning the rules, next comes a basic game plan. Whether you take the offense or defense, sprint at the start, or save your energy for a strong finish, your plan will differ with each new legislative game. Each team is different. Each field is different. Teams develop new skills as they play, and more sophisticated game plans emerge with each encounter.

Along with the game plan, you need a repertoire of plays as the game unfolds. If players are to work together as a team, they all need to know the same plays and signal calls to avoid confusion and embarrassment, or worse, a big loss. Planning ensures that everyone knows the plays needed to win the big game.

Just as in a game, timing is important. You may want more time to study an issue or to write testimony, but the clock will keep on ticking away. Or, you may be ready, poised for action, just as your opponent calls timeout by tabling the bill in committee.

There's no way to be absolutely ready for every move your opponent makes, but the more practiced and prepared you are, the better the chance for success. Your knowledge, your feel for the subtleties of the game, and, ultimately, your expertise will improve with practice.

But remember to give opponents their due. You may do everything you can to prepare, and you may *still* lose. Obviously, there are no guarantees. But we do learn. Watching the strategies of worthy opponents and being part of the legislative process at work not only can be exciting, but it will also prepare you for the next game.

WHERE DO I STAND?

Each state and locality has different issues and problems. As more political decisions about education are made at the state and local level, the diversity of issues increases. No one can provide a "blueprint for action" guaranteed to work in every situation. Because educational issues are as diverse as the states which house them, legislative problems must be examined individually, within the context of each state's political realities.

What you can do, however, is follow a plan designed to support the quirks and intricasies of any state or local government. What you can do is learn to approach your problem in an organized and methodical way, choosing the strategies and tactics that will work best. You *can plan*. You can *make your own blueprint*. Here's how.

ORGANIZATION

Organization is the key to any good game. Although you can organize in many different ways, here is one model that has worked well for others. This model sets up a central Legislative Action Committee to coordinate the components of a legislative campaign. The Committee plans, organizes, communicates, and gives direction to the people involved.

The five components of a comprehensive legislative action plan are:

- research
- lobby
- public relations
- grass roots network
- finance and resources.

Not every legislative action will require all five components, but a state-wide, compre-

BEST COPY AVAILABLE

hensive plan needs to consider these functions to be thorough and effective.

THE LEGISLATIVE ACTION COMMITTEE

The function of the Legislative Action Committee is to manage the legislative lobbying campaign. The committee plans legislative action strategies, organizes resources into a functioning and effective lobbying force, coordinates and directs the actions of the players, and facilitates communication among all participants.

The committee can include the association president, public and legislative committee chair, and PEPI coordinator, or others as desired. Be careful not to make the committee so large that it inhibits decision-making. *Timely action* is the key to legislative success.

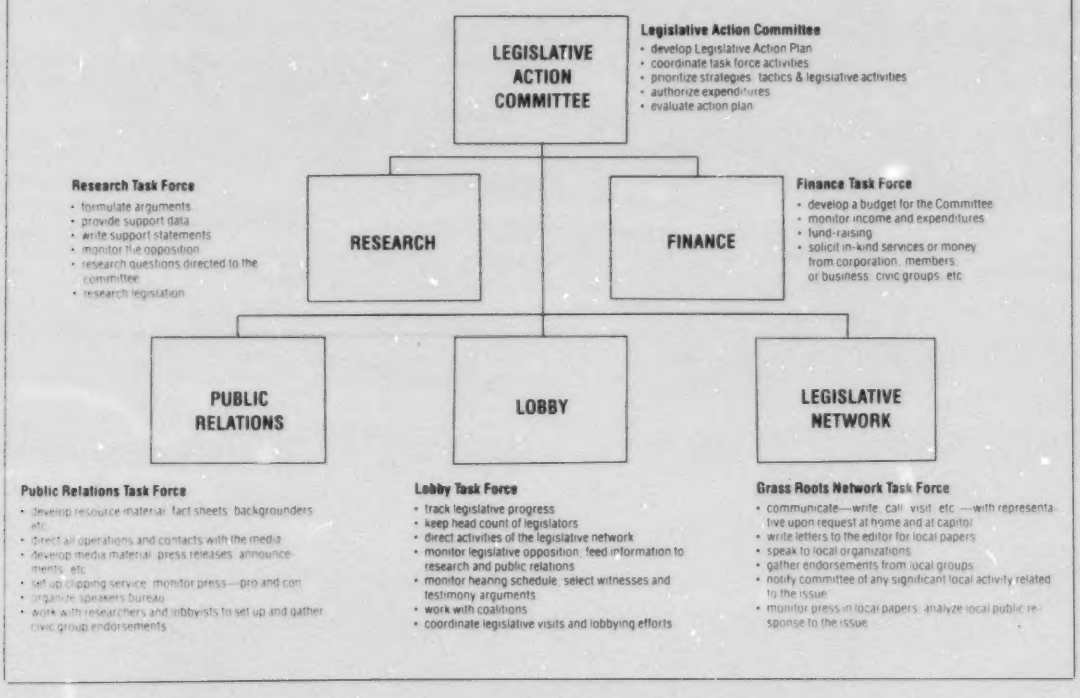
RESEARCH

The Research Task Force is responsible for providing information for use by other task forces, by formulating arguments, providing data to support the legislative initiative, monitoring the opposition's speeches and press clippings, and researching potential supporters. The research task force might write a backgrounder that the Public Relations Task Force could use with the media. It might research the local American Medical Association to determine their philosophical biases, and then write a support statement about the legislation which the lobbyist could take to the AMA for approval. Any support statement has a better chance of being signed and approved if it (1) is already written and (2) is consistent with the established philosophy of the anticipated support group. The task force might also prepare charts and graphs for the lobbyist to take to a public hearing. The Research Task Force is comprised of "behind the scenes" people who provide the ammunition for the other task forces.

LOBBY

The Lobby Task Force monitors the legislation's progress through the House and Senate, organizes specific lobbying activities, and actually *lobbies* members of the legisla-

FIGURE 1: Functions of Legislative Action Committee Task Forces


LEGISLATIVE ACTION COMMITTEE
Legislative Action Committee
• develop Legislative Action Plan
• coordinate task force activities
• prioritize strategies, tactics & legislative activities
• authorize expenditures
• evaluate action plan
RESEARCH
Research Task Force
• formulate arguments
• provide support data
• write support statements
• monitor the opposition
• research questions directed to the committee
• research legislation
FINANCE
Finance Task Force
• develop a budget for the Committee
• monitor income and expenditures
• fund-raising
• solicit in-kind services or money from corporation, members or business, civic groups, etc
PUBLIC RELATIONS
Public Relations Task Force
• develop resource material: fact sheets, backgrounders etc
• direct all operations and contacts with the media
• develop media material: press releases, announcements, etc
• set up clipping service; monitor press—pro and con
• organize speakers bureau
• work with researchers and lobbyists to set up and gather civic group endorsements
LOBBY
Lobby Task Force
• track legislative progress
• keep head count of legislators
• direct activities of the legislative network
• monitor legislative opposition; feed information to research and public relations
• monitor hearing schedule; select witnesses and testimony arguments
• work with coalitions
• coordinate legislative visits and lobbying efforts
LEGISLATIVE NETWORK
Grass Roots Network Task Force
• communicate—write, call, visit, etc.—with representative upon request at home and at capitol
• write letters to the editor for local papers
• speak to local organizations
• gather endorsements from local groups
• notify committee of any significant local activity related to the issue
• monitor press in local papers; analyze local public response to the issue

ture. Members are few, but within easy access to the capitol. They keep track of who is voting for and against the bill—the head count; know where the bill is in the process—legislative tracking; monitor the opposition's progress and arguments; and monitor the legislative leadership's position. The Lobby Task Force is responsible for feeding timely and accurate information to the rest of the committee to assure that the total efforts are coordinated and strategically placed and timed. The task force knows when hearings are being held and chooses the most appropriate people and positions to present testimony.

The task force needs to work closely with the Grass Roots Network so they can appropriately speak to their legislators—with the right message. Spending their time on the phone and at the capitol, they know whose support is wavering, and who can be swayed. Task force members need to be committed, hard working, dependable, and within close proximity to the capitol. Without good legislative "intelligence," the efforts of the whole group can be misdirected.

PUBLIC RELATIONS

The Public Relations Task Force directs all media activities for the legislative effort, and serves as the primary conduit to the media. It generates information for the media, prepares press releases, arranges television coverage, solicits radio time, recommends feature articles, and prepares fact sheets. This task force also monitors the "good" and "bad" press, and keeps in close contact with the head of the Lobby Task Force. Members can notify the Grass Roots Network that letters to the editor are needed in a particular area to counterbalance a newspaper's negative editorial stance. They can let the lobbyists know that press about the issue is positive in a legislative opponent's district—sending press clippings can be very convincing. They can prepare endorsement statements based on "intelligence" from the researchers. Their main task is to take the information from the Research Task Force, and interpret it to the public simply, clearly and intelligibly. They can also help the lobbyists prepare clear and easy to understand testimony and fact sheets for distribution at hearings and press luncheons.

GRASS ROOTS NETWORK

For a Grass Roots Network to demonstrate full-strength political muscle, it should have at least one person in each legislative district. In districts with several Grass Roots Networkers, one person should serve as the contact person, communicating to others by post card or by telephone "tree." Upon request, each individual participating in the network writes, telegrams, calls or visits a legislator with a message appropriate to the targeted goal of the Legislative Action Committee.

The participants in the network need to understand the importance of their function. As constituents, they demonstrate to legislators that support comes from their own districts, not just from state capitol lobbyists. The networkers reinforce the message that the legislator has received from the lobbyists and the press, and makes it pertinent to the legislator's constituency. No amount of lobbying at the capitol can do what several well-placed letters from constituents can do.

It is important to keep networkers informed about how the bill is progressing through the legislative process. Keep them informed; don't call on them only when you need a letter. Their participation is crucial to the success of the legislative campaign. Active participating networkers—particularly important because they are the most numerous and widely dispersed participants in the legislative campaign—are essential for good communication and timing. Plan for their involvement.

Legislative networkers are not only the conduit to the legislators from the districts, but they are also the voice of the committee on the local level. As local lobbyists, they will be working hard to encourge support for the legislation in *their* area and they need the tools to do the job—fact sheets, press releases and updates on the status of the legislation. Make sure they have timely and accurate information when they speak before a group. A speaker without documentation is not an effective spokesperson. Support your local lobbyists.

FINANCE

The Finance Task Force is reponsible for

assessing the fiscal resources of the committee and monitoring expenditures. The finance committee can also raise money, solicit donations or inkind contributions, such as the use of facilities, copy machines, or technical assistance.

PLANNING

The first task of the Legislative Action Committee is to plan—establish the game plan and start the players in motion. Planning means making decisions about what you want to do in a methodical way. Good planning keeps your projects on track, assures unity of purpose, and helps the group to focus in times of crisis. Words to the wise: "Plan your work, and work your plan."

Planning for legislative action is the same as planning for anything else. Good planning means answering the who, what, why, when and how questions.

The following chart illustrates the steps involved in good planning.

1. WHAT

What is the goal you want to accomplish. Make your goal a *positive statement.*

2. WHY

Why do you think this problem deserves the attention and resources you are getting ready to put behind it? Tell why it is important that your organization's *values* and priorities require this involvement. *State reasons positively.*

3. BACKGROUND

Now that you have decided to play, examine the problem more closely. How did the issue come about? What *political, economic, and cultural forces affect it?* Background on the issue will help you both view the problem in a larger context and define it more clearly. Background information helps you *understand* the problem, so you can *plan* a solution.

4. WHO

Identify your target audience(s). Identify the people you must influence, persuade, and lobby.

Who has the jurisdiction over the issue?

Is it in the state legislative branch or the executive branch?

Is your favored bill stuck in a Senate subcommittee?

If it is a local issue, who will make the final decision? The local school board? The board of supervisors?

Who has *indirect* power? Who has the *overt* power? Who has the *covert* power?

To whom do you have *access* most readily?

Who is the easiest to influence? The hardest?

Who are the decision-makers?

To whom to they listen?

HOW

How is your game plan. Now that you know *what* you want, *why* you want it, and *whom* you need to influence, *what strate-*

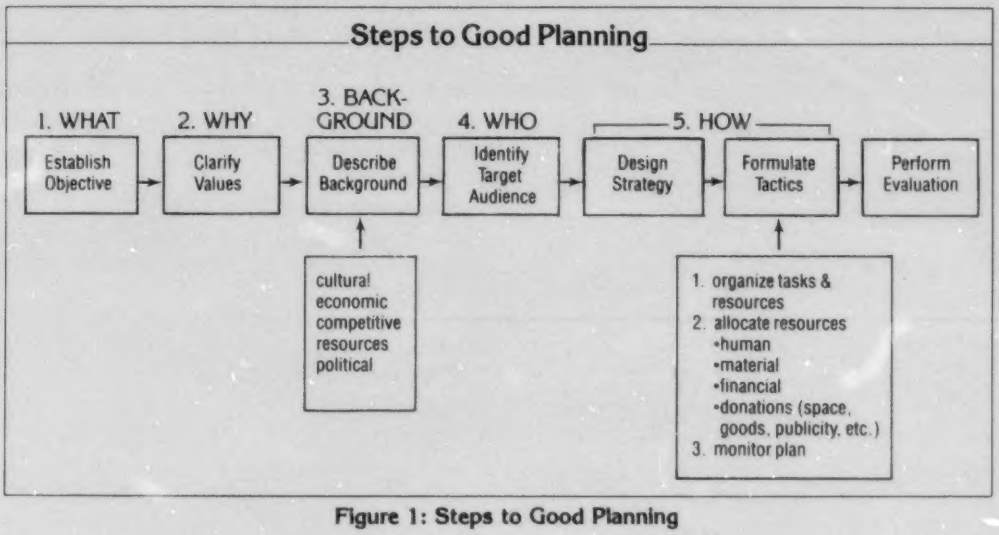


Figure 1: Steps to Good Planning

gies can you use to reach your target audience?

Is your target audience knowledgeable about the issue, or do they need basic education?

Do they need to be alerted, or convinced?

Do they have biases which may prevent them from listening to you at all?

Do they have a personal interest in or aversion to the issue?

Do they listen only to big business, their constituents, school boards?

What systems are available for public input?

How can you reach them informally?

What public relations tactics would be useful?

Who has a special personal or professional contact?

Use all your members as resources.

Tactics

Next, identify tactics which will accomplish your strategy. Check the *Tools of the Trade* section for ideas. Brainstorm. Create. Tactics are the plays you run to win the game. They are the heart of your legislative action plan, and must be well chosen, organized, deadline-oriented, and tight.

Prioritize and evaluate the tactics in terms of their importance to the intended outcome, the human and financial resources and effort which they require, and their chances for success. (Once again: *who, what, when, how!*) Each tactic the Legislative Action Committee chooses is assigned to an appropriate committee member, or task force chair and given a timeline. *Who* will respond with a letter to the editor? *How* will the postage for the legislative mailing be paid? *Who* will write a support statement? *When? How* can these efforts reinforce each other? The Legislative Action Committee formulates the plan that sets the wheels in motion. The plan—if it is solid, thorough, the clearly understood—allows many people across the state to work on a common goal with an effective and united effort.

1.
WHAT:
OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

2.
WHY:
VALUES: Why should we address this issue?

3.
BACK-GROUND:
Identify variables that have an impact on the objective.

- cultural/social
- economic
- competition
- resources
- political/legal

4.

WHO:

TARGET AUDIENCE: Who do we want to influence?

5.

HOW:

STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

Name _____

Association _____

For Strategy No.

Objective

Target Audience

• Level • Branch

Strategies

Target Audience: _____ Page _____

Strategy: _____

Tactics:	Personnel	Resources	Miscellaneous
WHAT _____			
WHEN _____			
WHERE _____			
WHAT _____			
WHEN _____			
WHERE _____			

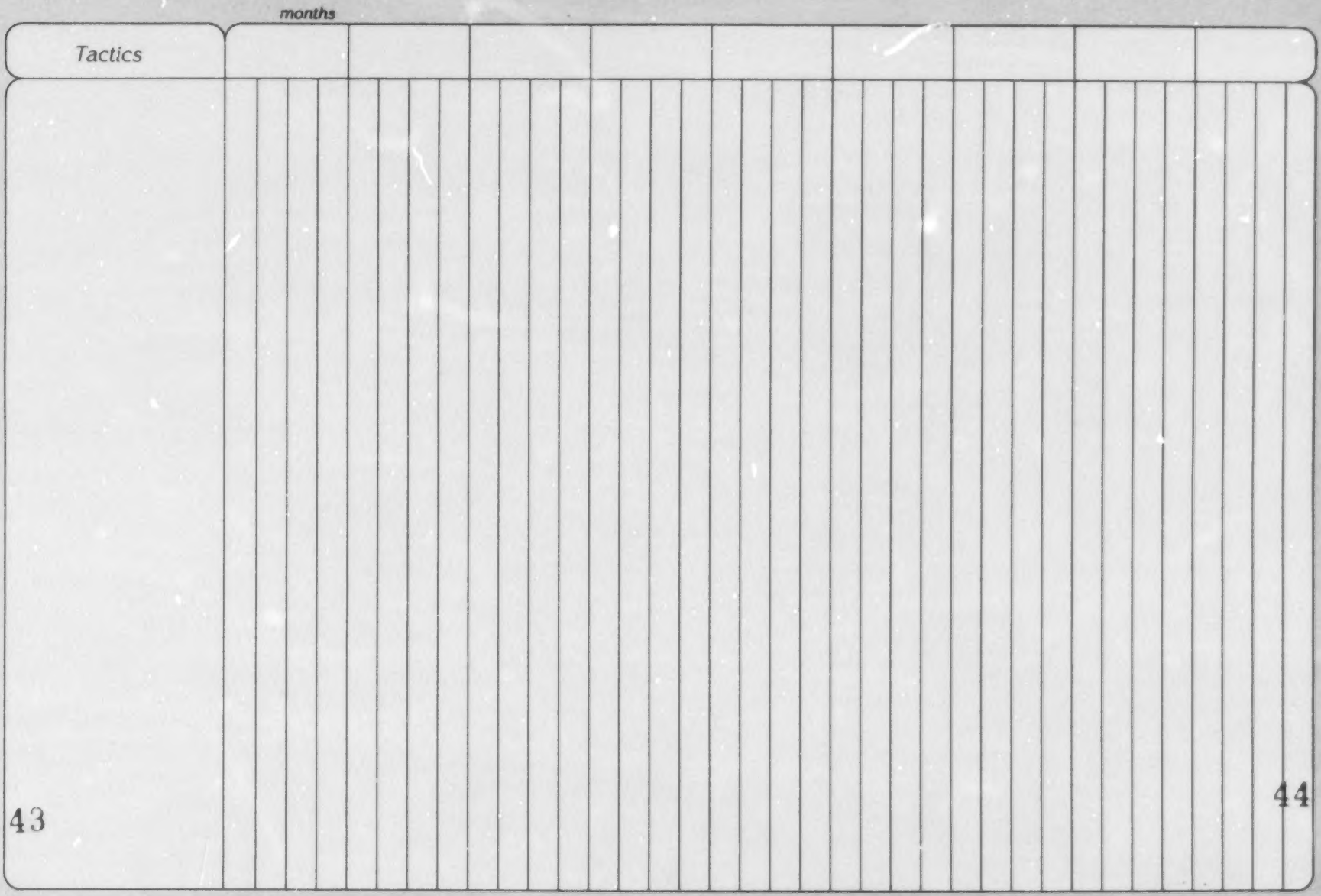
Page _____

Target Audience: _____

Strategy: _____

Tactics:	Personnel	Resources	Miscellaneous
WHAT _____			
WHEN _____			
WHERE _____			
WHAT _____			
WHEN _____			
WHERE _____			

TIMELINE



Central State: A Sample Plan

To see just how a plan is put together, let's look at a hypothetical plan. The Central State AHPERD is confronted with the possibility of a reduced state mandate for physical education. The state legislature is proposing the reduction through the appropriations process. The Appropriations Committee chair proposes eliminating a categorical appropriation from the funding bill which would, in effect, eliminate the physical education requirement. At the same time, the physical education requirement is also being threatened by the Department of Public Instruction's curriculum committee, which proposes eliminating physical education as a mandated service. Thus, the mandate is being attacked from both the executive and legislative branches of the state government. The legislative action is scheduled for this year; the executive action, for next year.

The Central State Association decides to fight these proposed changes. They have formed an ad hoc Legislative Action Committee made up of their President, the Chairs of the PEPI, Elementary, and Secondary Education Committees to formulate a plan of action. For now, they plan to focus on the legislative proposals. This is their Legislative Action Plan.

1. WHAT:

OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

The objective of this legislative/action plan is to retain the current mandate for in-school physical education, grades K-12.

2. WHY:

VALUES: Why should we address this issue?

We believe that daily physical education programs are essential to children's growth and development. We also believe that if the curriculum committee and the state legislature succeed in this reduction, programs will be eliminated, and more cutbacks will come.

3. BACK-GROUND:

Identify variables that have an impact on the objective.

- cultural/social
- economic
- competition
- resources
- political/legal

Daily Physical Education, grades K-12 is currently required by the state legislature - implemented by a categorical line item in the education appropriations - and by policy of the state superintendent of public instruction through curriculum mandates to local schools. There is a growing movement in both branches of government to reduce or eliminate the requirement.

The Central State Association of Health, Physical Education, Recreation and Dance believes that this movement reflects a larger public belief that physical education is not an essential activity. With tight budgets and "back to basics" philosophy of education, the Association perceives that a large block of the public will not be willing to speak up in favor of public-supported PE programs.

The Association believes this response is due to four key public beliefs.

1) Physical education has more injuries than any other educational area. A broken limb during a soccer game or gymnastics class causes parents and tax payers to question the educational aims, to reflect on the instructor's (and the school's) commitment to children's safety, and disrupts the life of the person and family involved. Incidents such as this tend to erode support for physical activity.

2) Good programs are fun. Students involved in active physical activities look forward to these classes where they can stretch, move about freely and make noise. To some, this "fun" period is seen as ancilliary to "real" education. They may believe that "If it's fun, it must not be valuable."

3) Equipment for a well-rounded physical education program is expensive. During a period of intense school budget scrutiny, reviewers look hard at any large block of funding.

4) Weak programs are the most persuasive reason for uncertain support for public-supported physical education. Parents of school age children remember boring calisthenics and students report injuries, nonchalant safety attitudes, and an apparent commitment to competition and "winning at any cost."

The economic situation in the state has rapidly deteriorated over the last five years. Faced with high oil prices and lower wholesale food prices, the agriculture industry, the state's largest has suffered. Tax revenues have decreased as increasing numbers of farmers declare bankruptcy. Welfare and food stamp costs have increased as workers are laid off from supporting industries.

The competitive edge which education programs have always maintained in the state is diminishing. With the decrease in funds, educational programs are no longer competing with each other - they are competing with roads, sewers, hospitals and welfare programs for decreasing federal, state and local dollars. Competition for public funds from all sources has increased, and with it, the long-standing positive relationships among educational groups in the state has deteriorated.

The resources of the state association are good. Due to the expansion of the Jump Rope for Heart Program over the last seven years, and frugal, competent leadership, there is $15,000 in the state association's treasury.

The daily physical education requirement is currently ensured through two public policy mechanisms. The first is the state legislature. For the last ten years the state Senate and House appropriations committees have mandated daily physical education by identifying it as a separate line item in the education budget. By using the budget and appropriations process to "make law," a daily physical education requirement has been mandated by statute.

In addition, the Central State Department of Public Instruction through its Curriculum Planning Committee, lists daily physical education as a mandated program which must be provided to all school students. Therefore, daily physical education is guaranteed both through the legislative and executive branches. It seemed fairly safe.

The disastrous financial situation in Central State, however, has caused more rapid and sweeping policy changes than have been seen in the last 20 years. The Curriculum Planning Committee will begin preliminary hearings next year and the Central State Association plans to become involved at that time.

4.
WHO:
TARGET AUDIENCE: Who do we want to influence?

Legislative Level:

a. Legislators on the appropriations committees of the House and Senate;

b. All legislators.

5.
HOW:
STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

STRATEGY 1

Convince legislators to maintain the current physical education requirements by keeping Physical Education as a separate budget line item. Make them aware of the importance of physical education to the growth, development and education of all children K-12.

- Strategic Message: The current mandate for physical education, grades K-12 must be maintained.
- Strategic Message: Well-planned physical development is as much a part of the aggregate education of young people as intellectual and emotional development.
- Strategic Message: Good, healthy practices started during early years will promote good health maintenance throughout life.

Tactics for Strategy 1

A. Monitor bill's progress. Assign one person to monitor the progress of the appropriations bill through the House and Senate.

B. Phone calls to legislators. Activate state legislative network to call legislators at key times prior to voting.

C. Letter-writing campaign. Monitor state appropriations process and activate state legislative network to generate letters to legislators at crucial times.

D. Legislative visits. Plan a series of visits to key legislators by members, parents and supporters. Educate them about the need for physical education and find out how they plan to vote on the PE section of the appropriations bill.

E. Telephone poll. Assign four members to call all state legislators, asking for their position on the PE section of the appropriations bill. Research the amount of support for maintaining the PE mandate.

F. Annual convention. Invite the Chair of the Senate or House Appropriations Committee to be the main speaker at the state's annual convention. Ask the Chair to speak on the chances of the PE mandate being retained, and on state funding for education in general.

G. Educational/PR literature. Mail a packet of educational materials to legislators, with facts and figures about physical education. Explain the association's position clearly.

H. Thank you letters. Send follow-up letters to legislators thanking them for their support.

STRATEGY 2

Make legislators aware of their own personal health and well-being and how it has an impact on their lives.

- Strategic Message: Knowledge about personal physical health and fitness is integral part of daily life--productivity, health, mental attitude and emotional well-being.
- Strategic Message: Good physical health can be maintained through personal commitment and skill development that is properly taught in physical education classes.
- Strategic Message: Physical education is a legitimate profession representing a discrete body of knowledge.

Tactics for Strategy 2

A. Legislative fitness day. Hold a legislative fitness day, allowing legislators to test themselves on a variety of skill and helth-related tests, including cardiovascular fitness, blood pressure, diet, exercise, lifestyle, etc. Use PE professionals to perform tests.

B. Legislative run for fitness. Organize an annual run through the grounds and parks surrounding the state capitol to publicize the need for everyone to maintain healthy lifestyles and fitness. Get two (bipartisan) legislators to sponsor the run. Provide accompanying press and publicity. Provide "consultation" booths so that runners have access to specialists concerning diet, injuries, products, etc. and always include fact sheets and information on the PE mandate and upcoming appropriations committee votes.

C. News conference. Hold news conference to announce the Health Quiz, Fitness Day, etc. for legislators. Also distribute press releases, etc.

STRATEGY 3

Identify secondary target groups who can be motivated to influence legislators (i.e., parents, local and state affiliates of national educational and professional associations, PTA's, booster clubs, etc., etc.)

- Strategic Message: Your child's opportunity for physical education is about to be reduced, and you need to speak out against it to your legislator.
- Strategic Message: The future health of the state's citizens will be threatened and health care costs will increase if PE is allowed to be reduced. You need to let your legislator know you are for PE.

Tactics for Strategy 3

A. Co-ordinate activities. Assign PEPI Co-ordinator to monitor and coordinate activities.

B. Health quiz and fitness tests. To reach parents of school age children, give fitness tests and health quiz in local area shopping centers and malls on Saturdays and Sundays. Also contact local hospital, nurses association and public health department to make sure physical educators are a regular part of their ongoing health fairs.

C. Speakers bureau. To reach influential state and community leaders, organize a statewide speaker's bureau from membership to speak to professional and civic groups about the need for physical education and the PE mandate.

D. Press lunches. To reach parents, community leaders and others, plan one monthly press lunch around the state in four major cities to educate reporters about physical education. Provide "background" information as well as specifics on the current legislation.

E. "Key influencer" breakfasts. To reach influential individuals in the state, hold three "key influencer" breakfasts throughout the state to discuss the need for coalition-building, cooperation and common goals, as well as the proposed legislative changes. Guests will be school administrators, American Heart Association and JRFH sponsors, area political leaders, appropriate business leaders, school board representatives, etc.

F. Jump Rope For Heart celebrity tour. To reach parents, influential individuals and other voters, plan a celebrity tour. Arrange with the national office to have a celebrity supporter visit two JRFH events in the state. Arrange distribution of literature and fact sheets about the need for physical education and cardiovascular fitness. Arrange for photographs, press conferences, TV coverage, radio coverage, etc. Arrange participation of local and state civil and political leaders.

G. Radio appearances. Plan six radio appearances by newsworthy and/or knowledgeable individuals concentrated three months before the committee vote. Spots will be targeted to home districts of the appropriations committee members and the state capital. Use the telephone tree to alert "key influencers" and legislative "fence-sitters" to listen to the interview shows.

Name MARTIN BLAYLOCK, PRESIDENT

Association CENTRAL STATE AHPERD

For Strategy No. ONE

Objective RETAIN THE CURRENT MANDATE FOR PE, K-12

Target Audience 1. Legislators on Appropriations Cmte. 2. All legislators

• Level STATE • Branch LEGISLATIVE

Strategies

1. Convince legislators to maintain PE requirement by keeping it as a separate budget line item. Make them aware of the importance of physical education.
2. Make legislators aware of their own personal health and well-being.
3. Identify secondary target groups which can be motivated to influence legislators.

Target Audience: Legislators

Strategy: Convince Legislators to maintain PE requirement

Tactics:	Personnel	Resources	Miscellaneous
WHAT Educational / PR information WHEN December-February WHERE University Hall	- Jo, Mark, Pete, Fred, Mary Alice, Lurleene plus Lurleene's majors class club.	1. printing & postage at $10,000 from JRFH funds 2. University PR dept. will design & write Press 3. Lurleene's majors to address/stuff envelopes	- Mark will get Martin final detailed budget - Jo will approve all copy and design, coordinate and keep on schedule.
WHAT Annual Convention WHEN June 20-24 WHERE Collegetown	- Martin will write and invite Chairs of House & Senate Appropriations Committees.	1. use college copier, postage & secretarial support	- Martin needs to let Mary Alice know about guests before Feb. 20th for program printing

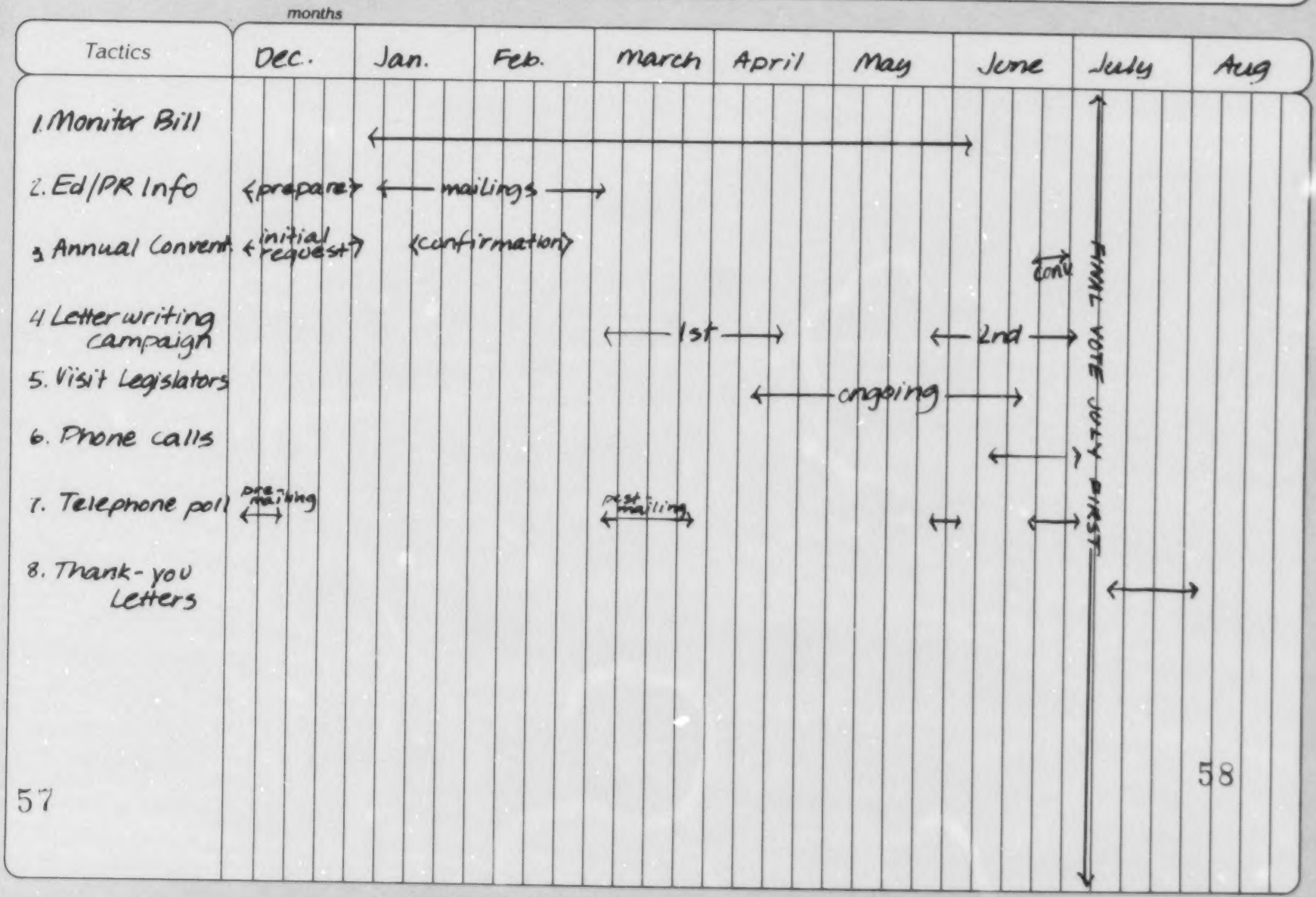
Page 3

Target Audience: Legislators

Strategy: Convince legislators to maintain PE requirement

Tactics:	Personnel	Resources	Miscellaneous
WHAT Letter writing WHEN March 1 - Apr. 15 May 20 - June 25 WHERE	- Rita will organize telephone tree & legislative network - Pete will get 4 teachers to make follow-up calls to network volunteers.	- Legislative network volunteers will pay for postage etc.	- Rita will let Martin know # of letters written and responses - She will distribute sample letters - Rita will let Sue know leg. response for telephone poll.
WHAT Legislative visits WHEN mid-April to mid-June WHERE State capitol	- John will organize, pass out material: sample letters & follow-up - John will pick 30 volunteers from the list.	- volunteers will pay their own way to the capitol for their visits.	- John will make sure every visitor gives the same message & prep them for visits. - John will get back to Sue on legislators' responses for phone poll.

TIMELINE


months
Tactics
Dec.
Jan.
Feb.
March
April
May
June
July
Aug
1. Monitor Bill
2. Ed/PR Info
<prepare>
mailings
3. Annual Convent
initial request
<confirmation>
cont
4. Letter writing campaign
1st
2nd
5. Visit Legislators
ongoing
6. Phone calls
7. Telephone poll
pre mailing
post mailing
8. Thank-you Letters
FINAL VOTE JULY FIRST

Four Action Plans for Physical Education

Many state associations have been active for many years in both fighting program cutbacks and advocating for positive changes for physical education. Although you may feel alone, don't forget that you have colleagues who have successfully fought legislative battles and who are willing to share their knowledge and expertise. You can use them as a resource.

Attached are the strategies and tactics used by four state associations--Illinois, Massachusetts, Tennessee, and California—which were presented at the American Alliance National Convention in the Public and Legislative Affairs Workshop. They are presented in *Shaping the Body Politic* planning forms. Each plan is creative, uniquely directed to an individual state issue. All exhibit common elements of good planning and effective use of available resources, and strong techniques to promote public awareness and educate legislators.

1. WHAT:

OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

To maintain the current daily physical education mandate, grades K-12.

2. WHY:

VALUES: Why should we address this issue?

We believe that daily physical education is essential to a child's education, growth and development.

3. BACK-GROUND:

Identify variables that have an impact on the objective.

- cultural/social
- economic
- competition
- resources
- political/legal

Illinois is unique in having had a state mandated daily physical education requirement, grades K-12, for many years. The Illinois association has had many successes, most recently:

- health education is now required in the state at every grade level.
- physical education time cannot be used for health education or driver's education.

Although Illinois has a daily mandate, there have been some enforcement problems--approximately 90 percent of the high schools and 60-70 percent of the elementary schools comply with the daily physical education requirement.

The Illinois association has in place several mechanisms to influence public policy decisions at the state level. They established a joint committee of IAHPERD members and personnel preparation association members to interface with the state department of education on a long term basis. The joint committee is useful in maintaining a presence at the state level with the department of education and helped train elementary teachers, and encourage enforcement of the mandate.

In 1972 Illinois was in danger of losing the 2 year physical education college requirement. The association made the decision to double their dues, and hire a professional lobbyist, which has been very successful. Project Minuteman was previously established and remains an effective telephone calling network to lobby for physical education programs.

About two dozen bills over the last 10-15 years have been introduced which attack physical education in some way. All have been defeated using these mechanisms.

Two years ago, the Illinois Department of Education decided to do away with all mandates. They appointed a study committee which later came out with a draft report, recommending among other things,

doing away with the Physical Education mandate.

The Committee held hearings around the state on the report, and the Illinois association organized its members and allies to testify at the hearings, and write letters and statements of support. The Heart Association, teachers, students, principals, doctors, etc. were brought in as supporters.

When the preliminary report was released, IAHPERD's efforts had paid off, as the committee had eased its recommendations somewhat. The preliminary report recommended that all schools require children to take physical education grades K-10, and that each school be required to have a physical education program grades 11-12, but that participation of students in these grades was optional. Each local district should define how much time was required for physical education. The committee recommended that legislation be introduced immediately to institute these changes.

In addition, the Committee recommended that they would produce a physical education outcome statement by 1985, which would be "concisely stated, and broadly defined" and applicable to each school district. Each school district would determine how they would achieve the outcome, and would report to the state on their progress. No assessment controls, or remedial programs were mentioned

The final Committee report recommended that the preliminary reportbe accepted as written, and that in addition, athletes at all levels should be excused from participating in physical education.

4.
WHO:
TARGET AUDIENCE: Who do we want to influence?

1. State board of education.
2. Legislature, particularly House and Senate education committees.

5.
HOW:
STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

STRATEGY 1: To influence legislators to vote against the legislation instituting the study committee's recommendations.

Tactics:

1. The joint committee produced a fact sheet outlining issues and concerns, and explaining the proposed changes included in the legislation. The fact sheet included a list of legislators, and a request that each person receiving the fact sheet visit, call, or write to their legislator requesting the same action--defeat of the bill. Fact sheets were distributed to the Minuteman network and all IAHPERD members (approximately 3,000). Members were also asked to attend any statewide or regional meetings that were held around the state to gather public input on the legislation.

2. The professional lobbyist met with other lobbyists from allied associations--medical, heart, etc.--to discuss common strategies and share information and resources.

STRATEGY 2: To continue to work with the state department of education to have input into the proposed 1985 outcome statement--in case the legislation passes.

Tactics:

1. The joint committee organized a working conference on outcome statements, assessments, and standards in order to have some professional input into the final outcome statement. Coordination and cooperation with the state education department was sought. (The department agreed to fund part of the conference.)

2. More sessions were planned on outcome and assessment at the state convention to help educate members and heighten awareness of the issues.

STRATEGY 3: To take the offense, indroducing pro-active legislation and prepare for future contingencies.

Tactics:

1. Introduce a bill which would require certification of coaches.

2. Ask members to begin to collect data on their students now, under the daily physical education mandate, so that in case the mandate was lost, there would be some existing data to compare student levels with.

NOTE: Special thanks to Marian Kneer who made the original presentation.

1. WHAT:
OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

Maintain the current mandate for physical education.

2. WHY:
VALUES: Why should we address this issue?

We believe that daily physical education is essential to a child's education, growth and development.

3. BACK-GROUND:
Identify variables that have an impact on the objective.
- cultural/social
- economic
- competition
- resources
- political/legal

The first law for compulsory physical education was passed by the Massachusetts state legislature in 1966 and revised in 1978. In 1981, the regulation was amended to allow instructional physical education for all students in all schools to be evenly distributed throughout the year, being not less than 60 clock hours per academic year for grades 1-12, and not less than 30 hours for kindergarten. (This comes out to about two 50 minute periods per week.) Regulations were very specific, providing definitions of physical education, physical education teacher, adapted physical education teacher, intramural, recreation, extramural, interscholastic programs, etc., and providing a philosophical foundation. The regulations stated that each class needed to be under the supervision of a certified physical education teacher, and prevented substitution of recreation for physical education.

School systems which could not afford to meet the guidelines were allowed waivers.

In October 1981, Proposition 2½ was enacted. A memorandum was sent to the supervisor of education from the state board of education requesting proposed funding cuts in educational programs, which would effectively eliminate the existing physical education requirement entirely.

4.

WHO:

TARGET AUDIENCE: Who do we want to influence?

1. State board of education and state superintendent of education.
2. Legislators.

5.

HOW:

STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

STRATEGY 1: Pressure state board to maintain current physical education mandate.

Tactics:

1. Sought help of the association of city and county directors in developing action plans.

2. Held regional workshops across the state to inform teachers about the state board's plans, and steps they could take to counter the proposed changes.

3. The president of MAHPER and the PLA Chairman attended all state education board meetings, and spoke at the December board meeting in defense of the mandate.

4. The MAHPER president and the president of the association of city and county directors met with the state superintendent of HPER, the Director of Student Services and the Director of Human Resources to discuss strategies and action plans.

5. In January, MAHPER sent the Commissioner of Education a document on the state association's position concerning physical education, and support statements from other groups.

6. The association gathered research documents in defense of physical education, and requested help from the AAHPERD.

7. At the January state education board meeting members spoke in support of physical education.

8. They confirmed action plans for increased visibility with the public relations committee and the adapted physical education committee.

STRATEGY II: Put pressure on state legislators to defeat legislation intended to implement state board recommendations.

Tactics:

1. The association formed a political action committee in December to review a MAHPER position statement and to plan other strategies, allocate resources, and provide coordination.

2. A letter was sent to over 2,000 members across the state informing them of the steps that MAHPER was taking, and asking them to contact their legislators.

3. MAHPERD asked politically active individuals to contact their legislators and asked for support from other state associations--principals, teachers, doctors, superintendents--to pass resolutions supporting physical education.

4. They also began a one-on-one lobbying effort with state board members, and certain legislators.

5. Each member was asked to:
   - write a letter of support
   - study the platform statement and provide reaction to to MAHPERD
   - try to interest people in their community and their students about the value of physical education and health.
   - get four or five interested parents or people outside the field to write to their legislator, write letters to the editor, or short articles for newspapers.

NOTE: Special thanks to Barbara Jean Jordan, who made the original presentation.

1. WHAT:

OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

The objectives are 1) to maintain the term daily in the physical education requirements grades 4-8; 2) to keep the above physical education requirement expressed in terms of minutes per day instead of the proposed hours per week; 3) to maintain the health education requirement for high school students; and 4) to ensure that recess not be substituted for physical education.

2. WHY:

VALUES: Why should we address this issue?

We believe that daily physical education is essential to a child's education, growth and development.

3. BACK-GROUND:

Identify variables that have an impact on the objective.

- cultural/social
- economic
- competition
- resources
- political/legal

The state board of education proposed curriculum changes that would be detrimental to the current physical education requirements in both the elementary and secondary schools. Through their elementary education subcommittee, the board proposed eliminating the word daily from the physical education requirement, grades 4-8, and expressing the physical education requirement in terms of hours per week, rather than minutes per day. This would have the effect of allowing physical education instruction in several blocks throughout the week, but not necessarily daily instruction.

The secondary education subcommittee recommended that health education be removed from the high school curriculum, and placed in the junior high school curriculum, eliminating the need for any health education credits for graduation.

4.

WHO:

TARGET AUDIENCE: Who do we want to influence?

The state board of education members, made up of 5 members of the elementary education subcommittee and 5 members of the secondary education subcommittee.

5.

HOW:

STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

STRATEGY 1: To convince the state board of education to reverse their recommendations by educating them about physical education and reinforcing existing support.

Tactics:

1. Informational lunches were held with the Chairs of the two committees to find out where they stood on the three issues, to explain the association's position, and to learn where each member stood on the issues. The goal was to find out in a non-threat ening manner whether each member needed convincing or reinforcing.

2. Working with the media, the legislative committee, and the board TAHPERD developed information packets on the three issues and physical education. The American Alliance contributed to this effort.

3. TAHPERD organized a letter-writing campaign. Letters were sent to all state board members explaining and advocating for the TAHPERD position. Letters were sent from professional members, university students, majors, and high school students. TAHPERD also solicited letters from the American Heart Association, the Tennessee chapter of the American Medical Association, Phi Delta Kappa, and the state chapters of the associations for elementary school principals and secondary school principals.

4. TAHPERD used promotional ideas to get their message across. They sent the message; the message was received; and they request- ed feedback as to how well the message was received.

STRATEGY 2: To ensure that recess would not be substituted for physical education.

Tactics:

1. TAHPERD took the offensive in offering substitute language to the elementary education subcommittee, changing the daily physical education requirement to read, "A planned instructional period of physical education shall be provided each child for 30 minutes daily in addition to any free and/or supervised play."

NOTE: Special thanks to LeRoy Fanning who made the original presentation.

1. WHAT:
OBJECTIVE: Identify the desired outcome. What do you want to accomplish?

To establish a long term legislative offensive to enact positive legislation regarding physical education.

2. WHY:
VALUES: Why should we address this issue?

We believe that daily physical education is essential to a child's education, growth and development.

3. BACK-GROUND:
Identify variables that have an impact on the objective.
- cultural/social
- economic
- competition
- resources
- political/legal

Proposition 13 has severely limited educational funding in the state. The state association believes that too often we wait for a threat to programs before we act. The association wants to take a more positive approach.

4.
WHO:
TARGET AUDIENCE: Who do we want to influence?

1. The State Legislature.
2. The state board of education and the superintendent of education.

5.
HOW:
STRATEGY: What strategies can we use to reach our target groups and accomplish our goals?

STRATEGY: Annually introduce legislation favorable to physical and health education.

Tactics:

1. Established a Presidential Task Force on positive legislation. Half the committee worked fighting proposed bills which are detrimental to physical education; the other half worked on positive legislation which could be proposed regarding graduation requirements, competencies, etc. for physical education. The positive legislation task force included people from the profession, parents, heart association, elementary, and secondary, and community college professionals, medical professionals, etc., who met together to formulate positive plans and research options.

2. Wrote letters to both candidates for state superintendent of public instruction, asking their position on physical and health education. The response from the candidates was sent to all members, although they were not specifically told how to vote.

3. Developed direct relationship with the state superintendent.

4. Established courses in some institutions which require students to make presentations on physical education from a public relations standpoint. Stressed to student majors that promoting physical education is part of their professional responsibility.

5. Encouraged every teacher to make an annual presentation to their school board about physical education.

6. President of the state association gave 40 presentations throughout the state on physical education.

7. Provided members with a flow chart on how the legislative process works.

8. Planned to introduce legislation to mandate health education taught by certified health teachers.

9. Planned to introduce legislation which mandates that minimum competencies in physical fitness scores, and lifetime sports skills, and knowledge and understanding of physical education and wellness be passed prior to graduation.

NOTE: Special thanks to Bob Pestolesi, who made the original presentation.

IV. Tools of the Trade

Legislative Tools
- Samples
- Practicalities

Tools for the Media
- Samples
- Practicalities
- Want More?

The Iowa Story: A Case Study

Legislative Tools

WHY IS LEGISLATION PASSED?

Legislation is passed for many different and complex reasons, but *all* legislation is passed because a majority of legislators vote for it. Legislators choose to vote for particular bills. Why?

- The legislator truly believes that the bill will benefit the public and is in the public good.
- The legislator personally disagrees with the bill, but thinks most constituents favor it. Although the legislator doesn't plan to work hard to get the bill passed, voting for it will produce "good press" back home.
- The legislator thinks that the bill generates little constituent interest, but political party leaders are "calling in" the help given during the last election by asking for a "yes" vote. Voting for the bill seems a fairly innocuous way of repaying "political capital" without hurting his image with district voters.
- The legislator knows district voters are against the bill but feels personally bound to support it. Knowing it will hurt reelection chances, but placing personal integrity first, the lawmaker takes the risk and votes for the bill.
- The legislator thinks that most district voters are against the bill, but a main campaign contributor is asking for an affirmative vote. Believing that the bad press can be overcome with a strong PR campaign, and knowing that the next election can't be won without the contributor's money, he votes "yes."
- The legislator knows that the bill responds to a very volatile issue over which district constituents are evenly divided. Having held numerous hearings around the district to determine what voters want, the legislator votes *for* the legislation, but introduces a series of amendments to significantly weaken offensive portions of the bill, hoping to gain the support of both sides, and thereby represent *all* district constituents.

These situations could apply to any legislator. Each bill is different; each vote has unique variables. Legislators weigh many considerations before deciding how to vote. Constituents, a primary consideration, are not the only consideration. Sometimes the weight their opinion holds depends on the strength they display. Loyalties often conflict. Lobbying is not an exact science. The bottom line—the outcome—depends on legislators, who, like other people, are often unpredictable.

When faced with a new bill, a legislator has several options,

- vote *for* it
- vote *against* it
- offer amendments to it, or
- stay home.

The last option is often used as a way of offending no one in the face of conflicting loyalties. The political game is much like other games. The legislative player can play offense or defense, change the play by offering amendments, or sit on the bench. Sometimes no move is the wisest move of all. In each situation there are judgment calls—consideration of which play to use, which players, when to call time out, and when to bring in special teams.

As the game is played, the nuances become more evident, the players become more proficient. The basic rules are only the beginning. Often it's the subtleties of the game that really count. While you play—watch, listen, and learn.

LEGISLATORS' INFORMATION SOURCES

How does a legislator balance all these forces and come up with the best decision? The first step is to get the best and most current information about an issue, and then to seek good advice. To whom do legislators listen?

- personal staff
- committee staff
- study groups, working groups or special caucuses
- party platforms and position papers
- district sources—newspapers, local party officials

- special interest groups
- national, state, and local media
- executive branch executives, resources, agencies, study papers
- constituent and public input—hearings, testimony, constituent letters
- other members
- house/senate floor debate
- personal study

The wealth of information available often exceeds the time and attention needed to process it. How then can a legislator filter available information? One way is by screening the information according to source. A legislator might decide that certain in-nation sources are unreliable, biased, or incomplete. Others are consistently late, unintelligible, too academic, or difficult to understand. Legislators quickly learn which resources are reliable and which are a waste of time. Make sure *you* are a good, clear, timely, accurate, and reliable source of information for your legislator.

HOW DO LEGISLATORS DECIDE TO VOTE?

After gathering information, a legislator decides what action (or reaction) to take. Where does he stand? What position will he take: low profile or high visibility? Leadership role? Reasoned negotiator? Mender of intraparty wounds? Hardliner?

How the legislator moves depends on who he is and how he thinks. It can depend on personal history and value system, profession, career as a legislator, age, position in the party, family, business interests, hobbies and lifestyle. Here are some questions which legislators might consider prior to a vote.

- How will it benefit my constituents, my district?
- Will it benefit me to be associated with it?
- Will there be a political or public backlash?
- How controversial is it?
- Which of my colleagues support it?
- What is the party position?
- What is the governor's position?
- How will it benefit the state?
- What will it cost?
- Why is it necessary? What is wrong with the status quo?
- Who will benefit by it? Who does it favor?
- Who supports it?
- Who is against it?
- What is the public attitude? Is it a well-respected issue with firm public support?
- Is there a way to measure outcome; how will I know if the bill is successful?

Legislators operate in a political world and need to be assured of the bill's place in the political climate. A good advocate can reassure the legislator about the political as well as the educational, social, or physical benefits of a bill.

> **[2]lobby** *vb* **lob-bied: lob-bying** *vi*: to conduct activities aimed at influencing public officials and esp. members of a legislative body on legislation ~*vt* **1 :** to promote (as a project) or secure the passage of (as legislation) by influencing public officials **2 :** to attempt to influence or sway (as a public official) toward a desired action — **lob-by-er** *n* — **lob-by-ism** /-e,iz-em/ *n* — **lob-by-ist** /-e-est/ *n*

WHAT IS IT?

To lobby means to influence or persuade public officials to take a desired action, usually to pass (or defeat) legislation. An effective lobbyist is convincing and persuasive at selling an idea. The word—originally slang—suggests persons waiting in the halls or *lobbies* to talk with legislators. A lobbyist's effectiveness today still depends on being at the right place at the right time. Timing and knowledge are both critical to an effective lobbyist.

Most professional lobbyists don't really sell "influence," but "access." Because they know the system, are familiar with individuals involved in the process, and are located at the capitol, they can get your issue heard.

Access to the political system, however, is available to everyone. You don't need to go through a "broker." Everyone has the right to give federal, state and local representatives their ideas about a public issue. Communicating with your representative, whether by letter, phone, or in person, is the most accessible way to participate in your government between elections.

MOST PEOPLE DON'T PARTICIPATE

Of all the eligible voters in the United States, only 53 percent voted in the 1980 presidential election. That means that President Reagan was elected by only 27 percent of the total eligible voters. Although voting to choose who will govern us is considered a rare and unparalleled privilege in most parts of the world today, that we use it so little and take it for granted is frightening.

Lobbyists and groups who lobby can be effective because so few citizens care enough about their government to get involved. Lack of interest and involvement by everyday citizens contributes to keeping professional lobbyists successful. No matter how much money an individual or business has contributed to a campaign, politicians are still elected by a majority of the voters in their districts. To get reelected, they still licity; the ability to get political contributions in hearing from their constituents. They are

A politician's livelihood depends on knowing the needs and desires of his constituents, and keeping them reasonably content, if not happy, with his performance. Politicians, therefore, have a keen, and personal interest in hearing from their constituents. They are predisposed to listen.

POLITICAL CAPITAL

You want your legislator to vote for physical education programs. You are entering the politician's world and asking for something. What will it take to get it? Will he do what you ask because it is the "right" thing to do? Will he expect something in return? What? Where is the map for this obstacle course? Although the way cannot always be mapped out ahead of time, some signposts have been left by those who went before.

First, assume you are playing to win. Halfhearted efforts will waste your time. Legislative campaigns take everyone's time, money, energy, cooperation, and patience. Don't start without a commitment.

Second, assume that you will be playing for a long time, and develop an impeccable reputation. Because legislative grapevines are just as active as those in your school, when you promise something, always deliver on time! Admit when you don't know the answer, promise to get it, and then follow through. Make sure your data is the best available. Talk positively about your issues rather than negatively about the opposition. Always present a consistent, professional image.

Third, always try to be bipartisan. Most political issues can be attributed to one political party or the other. Tuition tax credits, tax reductions, a strong national defense are platforms of the Republican party. Women's rights, student aid grants, arms reduction treaties are issues most often associated with the Democratic party. In general, if your issues are associated with one party, it may fare well when that party is in power, but not when the opposition holds the power. Physical education and the health and wellness of children are issues which can appeal to everyone. If both parties accept your issue, your political power can grow with effective lobbying efforts no matter who wins the election.

Fourth, learn how to use political capital. Political capital is the name one political observer has given to the legal tender of political bargaining. Political capital can be publicity, the ability to get political contributions or speaking engagements; the respect of colleagues; influence with the executive branch; or anything else that can be used by a legislator. Political capital can be imagined as an almost tangible form of exchange upon which political bartering and lawmaking depends.

Learn to trade in political capital. How can you boost the legislator who offers to introduce your bill to make physical education a daily requirement? You may think you have nothing to bargain with, but in fact you have some very real bargaining chips of your own. What do you have that your legislator wants?

Voters

Your association has what your legislator wants most—voters. Your association consists of a defined population of organized and politically active professionals. If your membership is large and your organization is active, it could possibly tip the scales in a close election. In addition, because your members are in the public school system, they see parents, other teachers, and community professionals daily. They have access to a secondary audience of voters.

Find out about your members and sell

them. They are all college educated, mid-income level, and eligible voters. How many of them are registered to vote? What are their ages? How many are coaches? How many children do they see every week? How many parents? How many college students are they preparing for the future? How much money do they contribute to the state economy annually? How many of them voted in the last election? How many volunteered in a political campaign (of either party)? How many contributed at least some money to a political candidate in the last election? How many belong to other influential groups?

Is your membership on the rise? Can you show a trend of increasing membership? Take a membership poll at your next state or district convention. Do a random sample, or mail out survey forms with your next membership renewal form. Know your membership; it is your primary strength and power.

Respectability

All politicians want to be "known." Legislators make many controversial choices which don't have a positive public relations value. Health, wellness, fitness, and physical education are *respectable, wholesome,* and *good.* Supporting a respectable cause can, in the eyes of the public, make him respectable by association.

Publicity

Publicity gives a representative exposure, the possibility of a wider audience, more votes, perhaps even a higher position in the government. Speaking engagements also give exposure and possibly a substantial fee. Political contributions provide money to raise more money—buying exposure via campaign ads, mailers, and fundraisers. Election to public office requires exposure to the public. Politicians want to be known, liked and respected. But most of all, they want to be elected and reelected.

Publicity = exposure to the voters = more votes. Publicity can be your most effective "political capital". Even legislators are often hard pressed to come up with "real news," and editors ignore self-serving news releases designed to keep the legislator before the public. By giving your legislator an issue which is news, with a positive, respectable image, you give an opportunity for some positive media exposure. Politicians are always looking for an appealing issue. Legislators often can generate their own media exposure, but as their staffs are small and as a courtesy for their support, you should offer to generate publicity for a joint venture. Work closely with the press office, and be sure to send the legislator copies of all media materials. Handling the media successfully will be appreciated by the legislator and will contribute to your organization's reputation. You will gain the legislator's respect, while ensuring that media focus is on the *issue* and not only the legislator. (See Tools for the Media.)

Political Endorsement

By courting them, legislators often hope to get special interest group endorsement during elections. Political endorsements put you into a whole new category of political activism, but if your organization is ready for it, you may want to endorse a candidate who has been particularly helpful.

Campaigns

For an individual, contributing money to election campaigns is certainly acceptable. For an organization, it can become complicated. Organizational donations to election campaigns for politicians are regulated by strict federal and state laws and regulations. PACs (Political Action Committees) are often formed, separate from the parent organization if nonprofits wish to encourage group political activity. Otherwise, your organization should not use this form of political capital.

MONITORING LEGISLATION

Applying the right amount of pressure at the right time is the secret of a successful legislative campaign. Pinpointing the correct moment to apply pressure depends on knowing where the bill is in the legislative process at all times. Being able to understand and track bills through the legislative process is essential to lobbying.

WHERE TO GET INFORMATION

If you want to do some preliminary research *before* approaching your legislator, start at the local public or college library. Each state has a "Blue Book," usually published by the clerk of the senate or the

secretary of state, which contains general information about the state and its government, and a directory of state offices and officials, (executive and judicial branch). Although each state chooses different material to go into its blue book, state blue books *may* contain:

- Statistics about the state (population, economics, demographics, history)
- State constitution
- County structure and statistics
- Municipal structure and statistics
- State revenue sources, and expenditures
- Political party structure and officials
- List of state legislators and a short biography
- State departmental statistics
- Advisory, licensing, planning and governing boards and councils
- Federal offices located within the state
- Educational institutions, statistics, and officials.

The state Chamber of Commerce also publishes an excellent source book for each state, with information which may be missing from the blue book.

If these resources are not available or do not contain all the needed information, ask the librarian where to find answers to the following questions.

- How many state senators are there? How many representatives?
- What is the term of office of state senators? Representatives?
- When does the legislature meet?
- Where can I get a map of the state legislative districts?
- Where can I get a description of each political district, including economic, political, industrial, educational, health, and demographic data?
- How many standing committees are there in the house? How many subcommittees?
- How many in the senate?
- Are there any special caucuses, ad hoc committees? What are they?
- Which political party controls the house? The senate?
- Who is the speaker of the house?
- Who is the president of the senate? The president pro tem?
- Who is my senator and my representative? Where can I find a short biography of each?
- Is there a local source for bills which have been introduced?

Two other good sources of information on the political process are the state and local chapters of the League of Women Voters and Common Cause.

ASK YOUR REPRESENTATIVE

After exhausting available resources, call your representative. Your representative can obtain information, acting as a conduit from you to your government. Much of a legislator's staff time, on the national and state levels, involves what is called "case work"—helping constituents interface with their government. Representatives are accustomed to helping constituents with individual problems.

Asking your representative also establishes a relationship. Intelligent inquries can help establish a credible relationship.

TRACKING THE BILL

Tracking the bill through the legislature is necessary to a legislative campaign. Whether you support or oppose the bill, if you don't know where it is, you can't influence action. Here again, states differ. Check with your legislator. Some states have "bill rooms" which distribute copies of bills which have been introduced. Ask your state legislator for its location and procedures. Often the Rules Committee puts out daily calendars which show the legislation to be acted on. The state legislator may also put out a status sheet which lists where all bills are in the legislature. Subscribing to your state capitol newspaper can help keep you up to date.

By far the *best* source is your legislator and his personal or committee staff. Once a bill has been introduced and referred to committee, a phone call to the committee staff can let you know its status. This contact develops relationships with committee staffers. At crucial times, *daily* phone calls may be needed.

If your members are organized as suggested in the Getting Started section, the Lobbying Task Force acts primarily to track the bill. After the bill is introduced, they will need to know when and if the bill will be

"called up" before the committee, and when and if public hearings are planned. If the committee schedules public hearings, who will choose who will testify? If the committee chair will decide, what legislative network members are active in his district? What pressure can you apply? The game has begun.

LEGISLATIVE TRACKING CHART

There are several tools which may help you monitor legislation. The first is a Legislative Tracking Chart. It is particularly helpful if you are working on several bills at once. It helps keep track of where the bill is in the legislative process. A Legislative Tracking Chart can be set up like this.

1st House Consideration	Second House Consideration
Bill No.	Bill No.
Title	Title
Sponsor	Sponsor
Co-Sponsors	Co-Sponsors
Date Introduced	Date Introduced
Committee Referred to	Committee Referred to
Committee Chairman	Committee Chairman
Subcommittee Referred to	Subcommittee Referred to
Subcommittee Chairman	Subcommittee Chairman
Date of Committee Hearings	Date of Committee Hearings
Date of Committee Consideration	Date of Committee Consideration
Placed on House/Senate Calendar (date)	Placed on House/Senate Calendar (date)
Second Reading	Second Reading
Third Reading	Third Reading

VOTE TALLY CHART

Another aid which can be useful in tracking which legislators support or oppose the bill is the Vote Tally Chart. If the vote on the bill will be close, a careful counting of the yea's and nay's can project the outcome, and allow Grass Roots Networkers to concentrate efforts on the uncommitted legislators who could decide the vote. The Vote Tally Chart can focus on where pressure may be needed most. A Vote Tally Chart can be set up like this.

Legislator & Staffer	Phone No.	Party District	Projected Vote Yes	Undecided	No

By ensuring that your information is current, these two aids can maximize lobbying efforts.

Sometimes the vote may be so close that you focus almost *all* efforts on a *few* legislators who serve in key committee or party roles. In this case, you may want to target a concentrated educational campaign at several legislators. To do this effecively, know the individuals. Research the legislators. Ask the legislators' offices to send you a biography (kept for media use and during campaigns). This is a good place to start.

From there, find out what committees the legislators serve on, their professions, legislative tenure, and main campaign contributors. Election campaign contributions usually have to be filed and made public. This information should be easy to obtain. Old newspapers from the legislator's home district or the state capitol can also help. You may want to compile the information on a useful form, as follows.

Name _____

Party _____

Capitol Address _____

Capitol Phone _____

Home District Address _____

Home District Phone _____

Personal

Age _____ Marital Status _____

Family

Spouse Name _____ Age _____

Childrens' Names _____ Age _____

Family History _____

Religion _____

Occupation _____

Financial Interests: Income, Business Interests, Stock in Companies _____

Educational Background _____

Social Clubs, Civic Groups—Legislator and Spouse _____

Political

Party _____

Previous Elected Office Held _____

Political History _____

Date First Elected to the Legislature _____

Opponent in the Last Election _____

Margin of Victory _____

Primary Campaign Contributors _____

What Groups, Unions, and Politicians Endorsed Candidacy? Campaign? _____

Legislative

Committee Assignments _____

Major Leadership Positions, Caucuses _____

Number of Years in the Legislature _____

YOUR STRATEGIC MESSAGE

When talking with legislators, remember the importance of a consistent message outlined by the Legislative Action Committee. Whether you visit your legislator in his home district or at the capitol, the repeated message conveyed should be consistent, clear and strong. Threats and hysteria brand you as unprofessional. Consistency and repetition are the key.

Lobbying Techniques

SPONSORS AND COSPONSORS

Although only one legislator introduces a bill, sometimes two or more legislators, called cosponsors, jointly introduce the same bill. A bill may have several cosponsors.

In some states, legislators may be allowed to sign on as cosponsors *after* the bill has been introduced. Signing on cosponsors is a way of demonstrating support. It allows many legislators to take credit for a popular bill by being a cosponsor. It signifies more than just an affirmative vote; it implies credit for the creation of the bill and indicates much stronger support. If your state allows cosponsors, recruiting many cosponsors—especially bipartisan cosponsors—is a good way to show wide-based support. You may want to direct some of your lobbying activities toward gathering cosponsor sign-ons.

DEAR COLLEAGUE LETTERS

Dear colleague letters are frequently used at the congressional level to push for passage of proposed legislation. The term refers to a letter from one legislator to another, urging support for or against a bill. It is really a form of internal or congressional lobbying in which legislators lobby each other. A letter from another legislator or colleague, it is assumed, will carry more weight than a letter from a special interest group. If you have solid support from some influential legislators, you may want to request that they write a "dear colleague" letter to a committee holdout—preferably from the same political party.

COALITIONS

Another technique for demonstrating support for a legislative initiative is to join with other organizations to form a coalition. Coalitions are usually formed around a single issue or set of issues which the coalition members agree on. Coalition member organizations are usually similiar in scope, (e.g., all state level organizations, all national level organizations) who maintain their independence, agreeing only to work together on one issue. Coalitions can exist over time, or be temporary, and are often informal, with no bylaws or formal organizational structure.

The coalition, by increasing the number and type of individual supporters, demonstrates broader support than a single issue group. The coalition functions as a coordinating body to disseminate information, reduce overhead communiction costs by reducing the number of people who gather information directly from the capital, and share information and other resources.

Two essentials for all coalitions, however, are *participation* and *independence*. An organization cannot participate in a coalition only to receive information without also contributing either money, time, or information or resources. Member organizations can contribute in a variety of ways if money is in short supply.

Coalition member organizations often jealously guard their independence. Although temporarily united for a common goal, shifting political sands could put them on opposite sides of the fence tomorrow. However, more lasting coalitions can develop their own identities—slowly and over time—the way other organizations do, and in this way become quite powerful. Coalitions also allow you to keep the pressure on from your own organization, while banding together with others in a common effort.

In looking for coalition member groups, consider well-respected and influential state organizations. Be careful that your organization is not *used* to support something which it does not favor. Remember, coalitions are formed for a *single* issue on an ad hoc basis. While there needs to be a *sharing* of information and resources—an even exchange. You are not obligated to support rt issues outside the scope of the coalition. Make sure that coalition relationships are clearly established at the beginning. Groups which have a similar interest—the Parent and Teachers Association, the Heart Association, the state Medical Association, the Boosters Clubs might participte in a coalition to support health and physical education.

SUPPORT STATEMENTS

Another way to gather support from other organizations without forming a coalition is

to ask them to endorse your bill or physical education in general. Often groups such as the Heart Association, the local medical associations, visiting nurses, hospital nurses, and civic groups will be glad to endorse fitness, physical education knowledge and skills. The best way to get endorsements from other organizations is to research the organization and write a resolution that meets *your* goal, while also fitting it into *their* philosophy. They will almost surely change the wording, but it is easier for them to change what you have given them than to write something from scratch, and the chances of actually getting their endorsement increase.

COMMUNITY AND CIVIC GROUPS

Community and civic groups are not only great local sources of support, but also good information disseminators. Civic groups allow access to a network of community leaders, citizens, and professionals which your members may not ordinarily know. Civic groups can help people who do not work in the schools, have no children, and who may never have thought about physical education. Civic groups can expand an organization's reach. You may want to ask them for a support statement, speak before one of their weekly meetings, or provide them with informational material about physical education in the schools. The last word many people heard about physical education was from their own *gym* teacher years ago. (See Resource section for a list of civic groups.)

Community and civic groups can be very useful to the Grass Roots Network, garnering community support and letting the legislators know that the district supports physical education. They also have access to legislators, many of whom are members of their groups, and can be used by the Finance Task Force for donations to defray some of the costs of operating a legislative campaign.

PERSONAL ENDORSEMENTS

Getting personal endorsements from VIPs can influence legislators. VIPs can be almost anyone who is influential in the community, is perceived as influential, or who has the ear of the legislator. Personal endorsements can come from students, teachers, principals, mayors, politicians, school board members, the legislator's next door neighbor, or a major campaign donor.

Who teaches the legislator's child physical education? Do any members know a legislator personally? Who was his high school coach? Who taught her elementary school children?

Consider the following when seeking personal endorsements,

- Campaign contributors, workers and volunteers, (campaign reports are usually filed with the State Secretary of State.)
- Colleagues and business associates, (check press clippings, official biography, *Who's Who*, professional associations and boards, business boards, stockholdings)
- Friends, (check membership in the civic groups, clubs, PTAs, college alumni, arts councils)
- Political colleagues, (former congressmen, legislators, mayors, party activists, etc. local politicians, city councilmen, school board members)
- Educational leaders, (university presidents, principals)
- Religious leaders
- Labor and business leaders, (board of trade, chamber of commerce, industry recruitment committees, tourist boards)
- Local state and national celebrities, (entertainers, Olympic athletes, the winning college basketball coach)

TESTIMONY AND PUBLIC HEARINGS

Public response to proposed legislation is often requested through public hearings. Public hearings are also often held for executive branch or administrative reasons, such as changes in administrative rules or regulations, or curriculum changes proposed by a board of education. Often those holding the hearings will attempt to get as many different interest groups involved as possible in presenting testimony. They could also choose to keep opponents from testifying, although this happens infrequently. It is usually politically safer to seek advice and then not follow it, than not seek it at all.

Perception and illusion are important political tools. President Reagan asked the

National Governor's Association what they thought of his block grant proposals because he knew they favored the concept. Although he probably *did* ask their opinion as he was formulating the plan, this public request for input was really a political public relations device, intended to publicize support, not gather diverse opinions. When the Reagan Department of Education proposed rules to change the P.L. 94-142 regulations, however, public input, through the normal regulation review process, was so strong that they withdrew the proposed regulations. Changing federal regulations, a process described by law, is open to everyone, and is therefore less subject to political manipulation than other processes, such as curriculum changes by a curriculum committee, or local school board decisions. Be aware of the legal requirements for public input, and the political games being played.

Executive branch public hearings may be held at locations around the state to provide for easy access of a diverse public. Legislative branch hearings are usually held at the state capitol.

Public hearings and agendas are scheduled in advance, and individuals requesting to testify usually do so in writing through the legislative committee staff. An active grass roots network in the committee chairman's district can help place an individual on the agenda.

It is often helpful to solicit other groups with a similar message to testify. Hearing support for physical education from physical educators can be interpreted as self-serving; hearing it from the local AMA, Heart Association and PTA shows broad public support. Get as many members to testify as possible. If the committee is seeking broad representation, find out who is testifying for other groups. Convince *them* to put in a good word for physical education.

Don't be afraid to show what you mean when you testify. The use of charts and graphs is common, but you can be more creative if you think it appropriate. Large mounted photos of children *learning* from physical educators might be effective. What about bringing some children to demonstrate what physical educators do? Most public hearings are rather boring affairs, and a lively demonstration would certainly be remembered. But be careful not to turn the hearing room into a circus. Check with the Lobbying Task Force to see what is appropriate. Because of their constant contact with legislators and staff at the capitol, they have an idea of what would be acceptable and what would be received negatively. Make sure those organizing the hearing are kept informed. And, don't forget to invite the press.

EVENTS

Education influences legislators. Like education, events can define the profession and demonstrate political power. One such event is the Legislative Fitness Day which several state associations have held successfully. Providing legislators with a variety of individualized health and fitness tests and prescriptive interventions, the fitness days have successfully educated legislators about the need for *professional* physical educators. Events *should* coincide with legislative votes, but this is often not possible due to the unpredictability of the legislative process. You may want to plan the event for the first month of the new legislative session, so legislators will keep you in mind from the start. In addition to fitness days, you may want to consider a Legislative Run, Legislative Olympics, or other events to make legislators aware of physical education, and to publicize your association. Show your commitment by holding these events at the same time as your annual convention at the state capitol. Be a *visible* force to your legislature. Be creative. Think about what would make good television news footage.

PUBLICITY

Don't forget publicity is a lobbying technique. Remember that legislators serve in a public arena. Their political livelihood depends on the whims of the public. Publicity is important in legislative campaigns because it can

- help garner constituent support
- help "create a public issue"
- be used as "political capital"
- demonstrate public support and keep the issue before the public.

(See Tools for the Media for specific information.)

CONSTITUENT LOBBYING

A politician's livelihood depends on being in touch with the district, knowing people's feelings and opinions on a variety of issues so as to represent them in the legislature. Gathering information about constituents is a big part of a legislator's job. Legislators listen to their constituents and often vote accordingly. Constituents most often lobby their legislator by letter, telephone, or personal visit.

LETTER WRITING

The duties of an elected official preclude their personally reading every letter, and legislative staffers control the communication lines into and out of the office. Larger legislative offices are organized by general interest areas tied to the legislator's interests and committee appointments.

Often one staff person may be responsible for several related issues. In most cases, the first person to see your correspondence, news release, or research article is a legislative aide or staff person.

How do you know which lobbying method is most effective? The public relations firm of Burston-Marsteller studied the kinds of information sources available, and ranked them according to their influence with congressional staffers. Although the study related to Congress, the results can be useful in advocating on the state level as well. Legislators on every level rely on staffers to sift through incoming mail and information. The *most effective* ways to communicate with staffers, in order of priority:

1. Letters from contituents.
2. Phone calls from constituents.
3. Congressional Research Service.
4. Articles in major daily newspapers.
5. Editorials in major daily newspapers.
6. Visits from constituents.
7. Articles in local daily newspapers.
8. The Congressional Record.
9. Editorials in local daily newspapers.
10. Official government publications.
11. Orchestrated mail campaigns.

Legislators are kept informed on a regular basis about how their constituents respond to their performance through the mail, telephone calls, and personal visits. Without this information they find themselves out of touch with people they represent.

Ranked by *method of delivery*, the communication methods which get the most *visibility* with congressional staffers are:

1. Government information resources.
2. Spontaneous letters.
3. Orchestrated letters.
4. Telephone calls.
5. Newsletters.
6. Position papers.
7. Personal visits.
8. News articles.
9. Petitions.
10. Editorials.
11. Op-ed pieces.
12. Television and radio commentary.
13. Campaign contributions.
14. Television and radio talk shows.
15. Letters to the editor.

CONSTITUENTS MAIL GETS READ

Obviously, some of these methods are not feasible for state associations. But, the study shows spontaneous or orchestrated mail has a real and powerful impact on staffers. Big corporations, unions, and political action committees can give money to campaigns, but individuals write a legislator's paycheck and decide whether or not to keep him on the job.

Remember, it is in the legislator's best interest to monitor the pulse of his district on every issue—let him know that *your* stand echos that pulse!

FORM LETTERS

As you can see from the staff response to the study, orchestrated letter writing campaigns, or form letters, do have an impact. Although they are often readily identifiable as "orchestrated" by a state or national organization, and thus do not carry the same weight as a spontaneous response from the public at large, they do show that an organizing group has a large and vocal membership in the legislator's district that should not be ignored. Form lettes do not go unnoticed.

Use form letters with discretion. Let the situation determine what is best. Form letters are better than *no* letters, or individual responses which arrive too late.

Another approach used recently at the national level is printed postcards. The ultimate form letter, printed post cards can be

distributed in schools, sporting goods stores, with local banks and merchants. They contain a printed message and require only the name and address of the district's legislator (usually supplied nearby) and a signature. Even the postage can be supplied. This approach was used by the banking industry to overturn the legislation which required banks to deduct taxes from depositors' interest payments, and forward them to the federal government—one of the most successful legislative campaigns in recent years. The post cards made it easy for many people to respond and by using the banks as a distribution point for the post cards, a wide audience was alerted to the issue. The public input greatly enhanced the work of the powerful banking lobby in Washington. Although many congressmen were incensed with this approach, the bankers won and the legislation was overturned. Not a traditional approach, but a successful one.

VISITS TO LEGISLATORS

Making a personal visit to your legislator can be an effective way of communicating your views on an issue. For an important legislative issue, you may want to make a special trip to the capitol. If the issue is not at the crisis stage, wait until the legislator returns home. Some state legislators have offices in their districts, and most have specified times during which they make themselves available in schools, public libraries, or other public places to allow constituents to communicate their ideas and opinions. Make sure that *at least one* member attends each such session, or that at least one member visits legislators during legislative recess, to communicate the strategic message, take them background materials, keep them informed of the local issues surrounding physical education in the schools, educate them about the need for more funding and quality programs, and demonstrate political interest and power.

If possible, hold state-wide conventions at the capitol and invite legislative leaders as keynote speakers. *Show* them that your organization is professionally and politically active, and that you are a force to be considered when public policy decisions are made. Set a day aside for members to visit their legislators with information about proposed legislation, physical education, and your association.

PHONE CALLS

Phone calls are another excellent way of communicating district voter support for a bill. Although they are costly, they are effective if well timed. Phone calls are most effective when used *the day before* a crucial committee or floor vote. When undecided or wavering in support, a flood of telephone calls from district voters can sway the legislator to make the "right" decision. Although phone calls are usually accepted by staff members, be assured that they communicate the "pro" and "con" numbers to their legislative bosses. Don't discount the use of phone calls or other forms of communication—mailgrams, hand delivered messages. When well placed, they can give you the needed edge for a legislative victory.

CONSTITUENT LOBBYING

A politician's livelihood depends on being in touch with the district, knowing people's feelings and opinions on a variety of issues so as to represent them in the legislature. Gathering information about constituents is a big part of a legislator's job. Legislators listen to their constituents and often vote accordingly. Constituents most often lobby their legislator by letter, telephone, or personal visit.

LETTER WRITING

The duties of an elected official preclude their personally reading every letter, and legislative staffers control the communication lines into and out of the office. Larger legislative offices are organized by general interest areas tied to the legislator's interests and committee appointments.

Often one staff person may be responsible for several related issues. In most cases the first person to see your correspondence, news release, or research article is a legislative aide or staff person.

How do you know which lobbying method is most effective? The public relations firm of Burston-Marsteller studied the kinds of information sources available, and ranked them according to their influence with congressional staffers. Although the study related to Congress, the results can be useful in advocating on the state level as well. Legislators on every level rely on staffers to sift through incoming mail and information. The *most effective* ways to communicate with staffers, in order of priority:

1. Letters from contituents.
2. Phone calls from constituents.
3. Congressional Research Service.
4. Articles in major daily newspapers.
5. Editorials in major daily newspapers.
6. Visits from constituents.
7. Articles in local daily newspapers.
8. The Congressional Record.
9. Editorials in local daily newspapers.
10. Official government publications.
11. Orchestrated mail campaigns.

Legislators are kept informed on a regular basis about how their constituents respond to their performance through the mail, telephone calls, and personal visits. Without this information they find themselves out of touch with people they represent.

Ranked by *method of delivery*, the communication methods which get the most *visibility* with congressional staffers are:

1. Government information resources.
2. Spontaneous letters.
3. Orchestrated letters.
4. Telephone calls.
5. Newsletters.
6. Position papers.
7. Personal visits.
8. News articles.
9. Petitions.
10. Editorials.
11. Op-ed pieces.
12. Television and radio commentary.
13. Campaign contributions.
14. Television and radio talk shows.
15. Letters to the editor.

CONSTITUENTS MAIL GETS READ

Obviously, some of these methods are not feasible for state associations. But, the study shows spontaneous or orchestrated mail has a real and powerful impact on staffers. Big corporations, unions, and political action committees can give money to campaigns, but individuals write a legislator's paycheck and decide whether or not to keep him on the job.

Remember, it is in the legislator's best interest to monitor the pulse of his district on every issue—let him know that *your* stand echos that pulse!

FORM LETTERS

As you can see from the staff response to the study, orchestrated letter writing campaigns, or form letters, do have an impact. Although they are often readily identifiable as "orchestrated" by a state or national organization, and thus do not carry the same weight as a spontaneous response from the public at large, they do show that an organizing group has a large and vocal membership in the legislator's district that should not be ignored. Form lettes do not go unnoticed.

Use form letters with discretion. Let the situation determine what is best. Form letters are better than *no* letters, or individual responses which arrive too late.

Another approach used recently at the national level is printed postcards. The ultimate form letter, printed post cards can be

distributed in schools, sporting goods stores, with local banks and merchants. They contain a printed message and require only the name and address of the district's legislator (usually supplied nearby) and a signature. Even the postage can be supplied. This approach was used by the banking industry to overturn the legislation which required banks to deduct taxes from depositors' interest payments, and forward them to the federal government—one of the most successful legislative campaigns in recent years. The post cards made it easy for many people to respond and by using the banks as a distribution point for the post cards, a wide audience was alerted to the issue. The public input greatly enhanced the work of the powerful banking lobby in Washington. Although many congressmen were incensed with this approach, the bankers won and the legislation was overturned. Not a traditional approach, but a successful one.

VISITS TO LEGISLATORS

Making a personal visit to your legislator can be an effective way of communicating your views on an issue. For an important legislative issue, you may want to make a special trip to the capitol. If the issue is not at the crisis stage, wait until the legislator returns home. Some state legislators have offices in their districts, and most have specified times during which they make themselves available in schools, public libraries, or other public places to allow constituents to communicate their ideas and opinions. Make sure that *at least one* member attends each such session, or that at least one member visits legislators during legislative recess, to communicate the strategic message, take them background materials, keep them informed of the local issues surrounding physical education in the schools, educate them about the need for more funding and quality programs, and demonstrate political interest and power.

If possible, hold state-wide conventions at the capitol and invite legislative leaders as keynote speakers. *Show* them that your organization is professionally and politically active, and that you are a force to be considered when public policy decisions are made. Set a day aside for members to visit their legislators with information about proposed legislation, physical education, and your association.

PHONE CALLS

Phone calls are another excellent way of communicating district voter support for a bill. Although they are costly, they are effective if well timed. Phone calls are most effective when used *the day before* a crucial committee or floor vote. When undecided or wavering in support, a flood of telephone calls from district voters can sway the legislator to make the "right" decision. Although phone calls are usually accepted by staff members, be assured that they communicate the "pro" and "con" numbers to their legislative bosses. Don't discount the use of phone calls or other forms of communication—mailgrams, hand delivered messages. When well placed, they can give you the needed edge for a legislative victory.

Sample: Letter to a Legislator

AMERICAN ALLIANCE

FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

1900 Association Drive
Reston, Virginia 22091
(703) 476-3400

Wayne H. Osness, President
Jack E. Razor, Executive Vice President

August 3, 1983

The Honorable Senator Robert T. Stafford
625 Hart Senate Office Building
Washington D.C. 20510

Dear Senator Stafford:

I understand from Skip Vallee that the Subcommittee on Education, Arts and Humanities plans to hold hearings in September on the findings and recommendations of the Commission on Excellence in Education. Of the three planned hearings, one will be available to Secretary Bell; one will be available to state governors. I understand that the agenda for the third hearing is not yet set. I would like to request that the American Alliance be placed on the agenda for the third hearing.

The American Alliance is a national membership organization of over 45,000 educators in the fields of health, physical education, recreation and dance. Our members cover a broad spectrum, including elementary school physical education teachers, university deans, coaches, dance teachers, and community recreation leaders. They all have the common commitment to educating our nation's children about their physical health and wellbeing.

The American Alliance is concerned that the Commission's report has neglected the disciplines which we represent. Although physical education and health education are integral to the public school curriculum, their current or future place in the schools was not mentioned. We believe there is a role for our disciplines in the plan for excellence in education. We think it is especially important that the subcommittee hear from professionals representing an area of the public school curriculum not consulted on the initial commission report.

The disciplines represented by the American Alliance teach both the physical skills and the cognitive knowledge necessary for a healthy and productive life. These disciplines represent a discrete body of knowledge essential to the development of our nation's youth. If

placed on the agenda, we intend to present testimony to the committee along the following lines:

- The Commission's report waves the national defense banner to justify more and better science and math courses. Meanwhile, the Department of Defense is establishing remedial physical education programs because new inductees do not possess the physical skills necessary to defend our country. Health and physical education are important to our nation's defense.

- The Commission's report maintains that our country is falling behind foreign interests in business and industry. And yet, many forward-thinking foreign competitors (as well as successful American companies) have risen to the top of their industry with a new emphasis on the health and fitness of the employee. Health and physical education are vital to our nation's businesses and economy.

- The rising costs of health care are draining our personal and public pocketbooks. Preventive health education can make substantial gains in slashing the cost of illness. Health and physical education is important to the health of our country's domestic budget.

- Heart disease continues to be the number one American killer. Physical fitness, exercise, proper nutrition and a healthy lifestyle can prevent and minimize the effects of cardiovascular disease. Health and physical education are important to our citizens' health and longevity.

- Drunk driving has become a serious problem for all Americans, but particularly for our nation's youth. Drug abuse and alcoholism threaten to cripple our children's health and their future. Nancy Reagan has said, "Teachers can raise the awareness of drugs and drunk driving through serious class discussions of how to reverse peer pressure." Health and physical education--where such discussions occur--may be critical to the very lives of our children.

- The 1984 Olympics which will be held in the United States can demonstrate in a very real and public way that we have what it takes to compete with the rest of the world--individually and as a nation. Health and physical education are important to our national image.

The Commission report speaks of developing the "individual powers of the mind and spirit to the utmost." But what about the body? The Olympic ideal, which still remains valid, is the triad of mind-spirit-body. How, in good conscience, can we tell our children to tend to

their minds and spirits and neglect their physical relationship to their world?

The health behaviors established in youth become the health habits of adulthood. Excellence in education means much more than the expansion of science, math, and computer programs. Excellence means more than economic competition in the market place. Excellence means giving our youth meaningful, systematic, and professional instruction. In the words of the Commission, excellence means "that all children by virtue of their own efforts, competently guided, can hope to attain mature and informed judgment needed to secure gainful employment and manage their own lives, thereby serving not only their own interests but also the progress of society itself." Through health and physical education, children learn the joy of their own efforts. They learn discipline. They learn to set goals, and to achieve them. They learn to manage their own bodies and their lives to serve themselves and their society. They learn the meaning of excellence.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Margaret M. Seiter

Margaret M. Seiter
Director, Public and
Legislative Affairs

MMS/mp

Sample: Proclamation

WHEREAS, fifty-four percent of all deaths in the United States result from diseases of the heart and blood vessels and are associated with physical inactivity;

WHEREAS, the ordinary tasks of daily living no longer provide vigorous exercise to develop and maintain cardiovascular and respiratory fitness, and most Americans do not engage in appropriate physical activity either during recreation or in the course of their work;

WHEREAS, substantial physical and emotional benefits direct and indirect are possible with regular physical fitness and exercise;

WHEREAS, inactivity in children can influence mature functional capacity and may be directly related to a number of adult health problems;

WHEREAS, physical activity is necessary to support the normal growth in children, and is essential to the continuing health and well-being of youth and adults;

WHEREAS, it is important to develop attitudes conducive to physical activity early in life, and during grades 1-6, children quickly develop physical skills and attitudes difficult to change;

WHEREAS, the 60 million school-aged children and youth have the potential to acquire the knowledge, skills, and values that can lead to a lifetime of healthful living;

THEREFORE, be it resolved that the Central State Parents and Teachers Association strongly supports physical education as integral to the curriculum for all children in grades K-12.

Practicalities

Before you write or visit your legislators or representatives, make some notes about what you want to say. What is your strategic message? What are three things that you want the person to remember after you leave? Rehearse the visit if it will make you more comfortable. Take a look at the following information as you begin.

LETTER WRITING

Format

- Use the standard business letter format.
- Use plain white typing paper, (8½x11 inches). Use stationery with your organization's letterhead if the letter is from your association.
- Type your letter.
- Use a black typewriter ribbon and black or dark blue ink for the signature.
- Include the date of the letter, your complete mailing address, name, and telephone number.
- Sign the letter! Anonymous letters carry no weight.
- If you write to a legislator other than your own, send a copy of the correspondence to your own legislator, indicating clearly that you have done so (cc: The Honorable Jane Jones). This is an appreciated courtesy.
- Address your legislators properly. (See following formats).

Writing Tips

- Be clear, concise, and courteous.
- Avoid abusive or threatening language.
- Get to the point. Tell why you are writing the letter in the first sentence or paragraph. Don't give the entire history of physical education.
- Check your grammar and word use. Don't be afraid to ask friends for help.
- Do not use a big word when you can use a small one.
- Use strong verbs and the active voice.
- Use the present tense, if possible.
- Make your language specific. Use concrete words and images.
- Write as naturally as you would speak.
- As a guideline, use no sentence longer than 15 words, no paragraph longer than 5 sentences, and no letter longer than two pages.
- Be prepared to make at least *three* drafts: the first to get some ideas down on paper; the second to clarify and order them persuasively; the last to refine the letter's style and tone.

Content

- Each letter should deal with only *one* issue. This will help ensure that your letter goes to the appropriate staffer without getting shuffled around the office.
- Be as specific as possible. Mention a bill number (if it's available). Tell what *action* you want. Explain your position. Encourage your representative to vote *your* way.
- Back up your opinion with a calmly-reasoned argument and hard facts. Don't forget—your goal is to *convince*, not *offend*.
- Tell your legislator *why* he should be concerned. If possible, establish a connection between the district and the issue. Explain what the repercussions might be in one district.
- Always state clearly whom you represent.
- If you represent an organization, mention the number of members, the number of students your members teach (annually, monthly, or in their teaching careers), or some other figure which can let your legislator know the breadth of your organization's power base.
- Ask for a specific action in the first or last paragraph of your letter. Ask a question which will elicit an answer, e.g., "How do you plan to vote on this issue?"
- Tell in your own words what the legislation will mean to your students, school, and community. Personalize the letter.
- If you feel strongly about an issue, let your commitment show, but remain professional and reasoned.
- Write a letter as an individual, then get your local and state professional organizations and civic associations to write letters as well. The effect of one influential individual activating an extensive

network of friends and colleagues can change a legislator's mind.

- If you get no response within three weeks, write a follow-up letter. If there is a crucial vote approaching, make a follow-up phone call.
- Be constructive. If the major intent of the bill is good, but you foresee operational problems, offer solutions which would be more effective and workable. Legislators can't be experts in every area.
- Don't pretend to wield vast political influence. Do not profess to be a self-appointed spokesperson for your association or profession. It will leave your credibility in doubt, and lessen the chance that your views will be taken seriously.
- Don't become a legislative penpal. Writing to your legislator on every issue, or answering every response with another letter will brand you as a quack.
- Support your legislator! Often people write letters only to tell politicians what they are doing wrong. Be sure to write in support of a bill or issue which your legislator favors.

ADDRESS YOUR LEGISLATORS PROPERLY!

Addressee	*Form of Address*	*Salutation*
LOCAL		
Alderman	The Honorable John Smith	Dear Mr. Smith:
Commissioner	The Honorable John Smith	Dear Mr. Smith:
Mayor	The Honorable John Smith Mayor of _____	Dear Mayor Smith:
STATE		
State Representative*	The Honorable John Smith House of Representatives State Capitol	Dear Mr. Smith:
Governor	The Honorable John Smith Governor of _____ State Capitol Anywhere, USA	Dear Governor Smith:
State Senator	The Honorable John Smith The State Senate State Capitol	Dear Senator Smith:
FEDERAL		
U.S. Representative	The Honorable John Smith The United States House of Representatives Washington DC 20515	Dear Mr. Smith:
U.S. Senator	The Honorable John Smith United States Senate Washington DC 20510	Dear Senator Smith:

*Use this format for assemblyman also.

VISITING YOUR REPRESENTATIVE

A personal visit is an effective way to communicate with your representatives. You can meet your legislators in their offices in the capitol or in their district offices near your home. Being there makes an impact that paper cannot. A face to face meeting provides an opportunity not only to speak directly for yourself and your programs, but also to begin a long term relationship. The following suggestions will help you make the most of your visit.

Getting Ready

- *Make an appointment* as far ahead of time as possible. Your chances of meeting with your representative (rather than a staffer) are increased. You will be able to state your case directly. Appointment or no, you may meet with an aide instead of your representative. This can be an advantage. An aide may be more knowledgeable about a particular issue and may have more time to talk with you about it. Legislators depend on the opinions and advice of their staff.
- Prepare a fact sheet on your issue to give your legislator or aide after you talk.
- Prepare yourself mentally. Be very clear about your purpose. Plan to stick to one subject. Know what actions you want your representative to take. Ask how he will vote.
- Review your representative's record. Be prepared to refer to particular actions—votes or public statements—which relate to your programs.
- If you're visiting in connection with a particular bill, refer to it by name and number; know who introduced it and what it proposes.
- Prepare yourself to discuss the bill's impact on the legislator's home district.
- Be ready to give reasons for your position on the issue. Your representative is interested in your own experience and observations.
- Dress neatly in appropriate business attire.

In the Office

- Take advantage of the waiting time to ask the secretary how the mail is running on your particular issue--for and against.
- When you meet your representative, introduce yourself and tell him if you are visiting as an individual or as a representative of an organization. Tell him you are a constituent. Mention your occupation, your involvement in community affairs and (if you belong to his party) your activities with the political party and his campaign. You might want to mention any mutual friends or acquaintances.
- State your concern and ask your legislator whether or not he is familiar with the issue. Find out where he stands, and try to figure out which of your planned arguments would be most effective with him. Remember—your goal is to *educate, communicate* and *persuade.*
- If he asks you a question you don't know the answer to, don't guess. Offer to get an answer and mail it to him.
- If you feel he is intentionally or unintentionally diverting you from your topic, steer the conversation back to it. Recognize as dodges such general comments as "You've presented some interesting ideas," or "I'll certainly take your views into consideration."
- State your point of view clearly and back it up with reasoned arguments. Don't be argumentative.
- Show your familiarity with his record, especially any part of it relative to your concerns.

Leaving

- Thank your representative for his time.
- Present a fact sheet on the issue.
- Ask to be placed on mailing lists, if you're not already.
- Sign the guest book, if available.

Follow-Up

As soon as you have a chance, make notes on the key points of your conversation.

- *Always* write a thank-you letter. Whether or not your legislator has voted the "right" way, thank him for listening. By doing this you will remain courteous, remind him that you are still his constituent, that he still represents you, and that you will be there watching during the next vote and the next election.

HEARINGS

When preparing for a public hearing, find answers to the following questions.

- Is there a time limit for the testimony? 3 minutes? 20 minutes?
- Is the committee trying to get a range of opinions from all key organizations?
- How big is the committee room?
- How many "observers" do they expect?
- What time are you scheduled to speak? Where? What parking is available?
- How early should you arrive?
- What press is expected?

Tips for Public Hearings

- All testimony should be typed, double spaced, and xeroxed (not mimeographed).
- Bring copies for all committee members *plus* extras for the press and other participants.
- Bring background pieces as well.
- Send a press advisory announcing that you will be speaking; follow-up with phone calls and a press release.
- You may want to hold pre-testimony press luncheons.
- Make your testimony lively, clear, persuasive.
- Do not list all the things that the committee did wrong. Do not chastize them. *Persuade* them. List the reasons why it is imperative that they include physical education. Remember, a public hearing gives you a unique opportunity to *sell* your ideas.

Tools for the Media

Now that you understand the rules of the game and have established your plan of action, here are some tools to help you communicate, educate, and influence public policy decision-makers.

PUBLIC RELATIONS

When you communicate with the media, you communicate with the public. The media is a conduit to and ultimately a multiplier of your influence. Legislators are also a part of the public and are influenced by the media. One article or TV news story reaches many more citizens than personal contacts. Good communication means having a general understanding of how people listen, what makes news, and what you want to communicate.

YOUR IMAGE

What do people think about your association, physical education and educators in general? Your image is important to your credibility. It is important to be perceived as a credible spokesperson before communication can occur. Public perception of your issue and organization plays an important part in how legislators perceive and listen to you.

Many businesses and industries have public relations firms and advertising agencies functioning as professional media communicators. Such professionals have the luxury of money, and the mandate to build an image for their company over time. Without the luxury, our goal is the same.

Consider the example of a brokerage firm, with a target audience of males over 50 with $100K plus income. Their goal is to convey an image of trust, integrity, security, and stability. They might choose an older white male as their spokesperson—someone who evokes trust—a Walter Cronkite type. They might use full page ads in *Fortune* and the *Wall Street Journal*. Their spokesperson, message, and vehicles for their message would be entirely different from that of a soft drink company.

By contrast, the soft drink company wants to appeal to a 15- to 30-year-old age group which is racially and sexually mixed, middle class, and active. They may use television ads with beach scenes, surfing, swimming and volleyball to sell their product. Rather than one spokesperson, they would use a young, active group. Their image is youth + activity + our drink = good times! The ingredients—message, vehicle, spokesperson, script, scenery—in each presentation are carefully chosen to convey both the message and the more subtle *image* of the product and the company.

LEARN FROM WHAT YOU SEE

Learn from the experts. You will not be able to afford a high priced public relations firm, but you can learn from them and use some of their tactics. What public image about your organization do you want to convey? What key words describe your association? Professional? Active? Accessible? Reasoned? Supportive? Credible? Healthy? A friend to children? A coach to athletes? A service to the community? How about argumentative? Defensive? Difficult? Inconsistent? Unintelligible? Unprepared? An image can be positive or negative, and it's up to you to define what you want your image to be, and to communicate that image effectively. Show how supporting physical education can make your community members fit and healthy. *Don't* communicate internal differences of opinion to the public. *Don't* communicate professional disagreements. Communicate an image that helps the public identify positively with what you are trying to achieve.

Be consistent. One key to conveying a positive image is *consistency*. Every member who speaks, writes or testifies should be aware of the image that your organization wants to convey. This means you must clearly communicate your goals to members. The tone and substance of the message, the vehicle, the spokesperson, and the representatives should reflect that image.

Keep saying it. Another key to successful communication is *repetition*. There are thousands of messages being thrown at everyone everyday—from television, radio, newspapers, magazines, and professsional journals, from friends and colleagues, from

our families and our children. There is more information available than we can take in. We have to pick and choose what to hear, what to listen to, what to give importance to. We filter out most of the messages sent our way. *Your message is just one of many.* Repetition increases the chance that your message will get heard.

YOUR STRATEGIC MESSAGE

To communicate a message well, you must be consistent and repetitive. But a message that communicates is simple, straightforward and easy to understand. It should be expressed in clear, simple sentences—

"Daily physical education K-12 needs to be continued."

"Physical education makes children healthy and fit."

"Physical education teaches children and youth to be healthy for life."

CHOOSING A VEHICLE

A communications vehicle is a method used to "carry" your message to the public—a letter, press release, television interview show or magazine article. Although many vehicles can communicate to the public, it is difficult to choose the vehicle that will communicate quickly, clearly and effectively to your target audience. In matching communications vehicles to an audience, consider the following:

- Are you reaching your target audience?
- Is the vehicle exposing your message to the target groups?
- Are you getting the most exposure for the time and money you spent?
- Could you use your resources more effectively, with less risk of backlash or "bad" public image?
- Is your message arriving too soon or too late to be effective?

In short, a good communication vehicle serves you because it is on target, effective, economical, and timely.

WHAT IS NEWS

News is information that has not been reported before. Just as the name implies, it is "new."

The *value* of news is determined by the *impact* a piece of information has on a large segment of the public. Certain subjects generally get good coverage, but all are subject to the particular "window of interest" the public attributes to them. Drunk driving, which got little play before the inception of groups like MADD (Mothers Against Drunk Driving), suddenly gets front page coverage. Why—because ordinary people got involved in what was formerly preceived as a bureaucratic issue. Although state safety agencies have spent millions of dollars on drunk driving public information programs for more than 20 years, the news now is that hundreds of people are organizing campaigns to solve a social problem.

It is possible to use this example to good advantage. Fitness is one of today's most popular issues. Millions of runners, skaters, climbers, swimmers, and bicyclists are involved in being fit. An issue that affects many people is news.

News

- is new
- interests many people
- affects many people.

News Moves Fast. Yesterday's news isn't anymore. Issues move quickly. So must you. By the time an important issue surfaces, it may be too late to organize your position. Make your contacts *before* an issue breaks. Establish a reputation for fairness, openness, and intelligence, and you'll be ready to respond when your issue "heats up."

HARD NEWS/FEATURE NEWS

Members of the press generally try to divide the *hard news* from the *feature news.* Hard news stories concern political elections, crime, and legislative decisions. Feature news centers on the human element, on human interest. Remember though, that feature news can convey information that is interesting or "newsy." Feature news is more durable, and therefore, takes a back seat to more "perishable" hard news.

NEWS PEG

When trying to capture a reporter's attention, it is important to establish that your subject currently interests the public. Reporters call this a news peg. A news peg is the element of a story that relates to a current event.

Without it, the news story is irrelevant. The news "peg" comes from the idea that a reporter can write about anything as long as he has a "peg" to hang it on. When trying to discuss an issue with a reporter, make sure that you establish the news peg quickly. The reporter can use it to see and to convey to readers the relevance of your issue.

DEALING WITH THE MEDIA

When dealing with the news media, keep two things in mind. The first is your goal. Ask, what is my strategic message? What do I want to communicate? The second requires that you put yourself in the place of the readers or public receiving your message. Each reporter has a frame of reference. What does the reporter want in a story? You are *marketing* an idea. To be effective, you must give the reporter what he wants (and what *you* want).

What makes a newspaper choose one story over another? The relationship between affective behavior change and PE class size may be your idea of a great story, but it may not be the editor's. Why would editors give space to this story? What are they looking for? How can you give them what they need? How can you make their job easier, so they'll call you next time they need a quote?

How to Deal with a Reporter

A reporter's job is collecting—and simplifying—information. When you help a reporter do that job, you make a friend; when you hinder the reporter, you make a foe. Here are some rules to follow in dealing with reporters.

- Don't play favorites, but cultivate "friendly" reporters interested in health and physical education issues. Take advantage of that interest.
- Never speak "off the record." Never.
- Be friendly but professional.
- Recognize that the reporter's time is valuable. Use it wisely.
- Always ask "is there something else I can provide for you?" Taking the reporter additional information is a good way to maintain continued contact.
- Develop a reputation as a news source so the reporter will call you when he needs a quotable response to an event.
- Don'be be shy about talking to reporters; they can absorb quantities of information. Remember the difference between a published or unpublished story may be the preparedness of the first person the reporter thinks to contact. Know the facts and be prepared to discuss them.

ACCURACY IN REPORTING

Accurate reporting is an issue as old as the first newspaper. Reporters gather facts quickly, work on short deadlines, and often are hampered by time, circumstances, or people, from getting all sides of an issue.

No one likes innacuracy. The overwhelming majority of reporters and editors try hard to get the story straight. You can help them.

- Talk to reporters face-to-face, if possible. The telephone doesn't communicate facial expression or allow you to show documents, photographs or other pertinent evidence.
- Have an "open policy" with reporters that makes them feel you are interested in full disclosure of your activities.
- Reduce your issue to very simple terms. Make it easy to understand; simplistic. Reporters want to write stories for the average intelligent reader. Help them get the details, issues, and facts straight.
- Repeat your major strategic messages. Your agenda is to communicate *your* issues to the public. Restating major points helps reporters to understand your perspective, and how it differs from other points of view.
- Give the reporter written material; highlight key statements. Give reporters names, addresses, titles, even telephone numbers of your key players. Don't deal in acronyms—they are insiders' codes. You are addressing—through the reporter—the general public.
- Don't ask to see the story before it goes to print. No reporter will do that. But a *good* reporter may call you back to confirm what you said.
- If you are misquoted, say so. Call the reporter. Call the editor. Ask for a correction if it is serious. Otherwise merely express your disappointment and ask for ways to ensure fair coverage in the future. (Editors may not know reporters are inaccurate unless you tell them.)

TECHNIQUES FOR MEDIA ATTENTION

Several standard vehicles communicate with the press. If you want to develop a good relationship with reporters, think of ways in which you can help reporters do their job: to get a good story quickly.

NEWS RELEASE

A NEWS RELEASE is the most common way to communicate a complex issue or message to the public via the media. Designed to give reporters accurate information on a news event or issue, a release may announce an upcoming event, record an event, or convey facts surrounding an issue. It should convey information quickly in an easy-to-use form. Normally written in newspaper style, the form should allow an editor with a tight deadline to edit and typeset the piece quickly. The purpose is to make it easy for the reporter to use the information for a news story. (See Practicalities at the end of this section.)

A news release could be written on a local teacher receiving the NASPE Physical Educator of the Year Award, or an upcoming Jump Rope for Heart event. Use the event to make the public aware of the importance of keeping fit, and of maintaining good physical education programs. If you can relate the news release to an issue currently in the public mind, such as the report on Excellence in Education, you've established a news peg and probably gotten a reporter's attention.

BACKGROUNDER

A BACKGROUNDER is usually a separate release used to provide reporters with more in-depth information history, or background. It also can be used independently to educate a reporter on an association's position on a number of issues. Backgrounders usually define the issue, detail the reasons for its timeliness, and give the organization's views or position, often through direct quotations from leaders skillfully worked into the body of the piece. It educates the reporter to deal with the issue more intelligently.

A backgrounder is especially good for complex issues. For instance, if your school is considering eliminating the Jump Rope for Heart program, you could give a reporter a background piece on the program's impetus, its goals and successes. You might include statistics on cardiovascular disease, and the important of lifestyle in preventing heart disease. Using the Jump Rope for Heart issue as the *peg*, the backgrounder would expose the reporter to a more thorough understanding of the larger issues.

PUBLIC LETTER

PUBLIC LETTERS communicate a position on an issue or a policy. Often these take the form of an open letter to a board or commission. They are useful to reporters as a source of quotes and story details. The National Education Association might write an open letter to the National Commission on Excellence in Education to comment on the commission's recommendations. An ad hoc coalition of past Secretaries of State could write an open letter to the President of the United States on the deployment of nuclear missiles. Although the letter is sent to the organization or person to whom it is addressed, its purpose is usually quite different from a "private" letter. It conveys information designed to *convince the public*, and it is written expressly for publication. Along with the public letter, a news release could call attention to the letter and some of its key points. Public letters can find many platforms. They can be published on the editorial page, used as the basis of a news story, or they can be published in purchased advertisements.

PRESS ADVISORY

A fourth technique using the media to communicate with the public is a PRESS ADVISORY. A press advisory announces the time, date and details of an event to the press. A press advisory is often used to announce a press conference. Reporters who attend the news conference might receive additional materials: a backgrounder, news release or press kit. The press advisory teases. Its purpose is to entice attendance. It can herald groundbreaking ceremonies, fund raising events, or scheduled testimony before the state legislature.

LETTER TO THE EDITOR

Another effective device to get your issue before the public is a LETTER TO THE EDITOR. Letters to the editor are surprisingly well-read and often can provoke public

awareness and debate on a previously little publicized issue.

Letters to the editor should take a definite stand on an issue without being overly-zealous. Accusations and personal attacks hurt the case, and are rarely published. The letter should be brief, professional, well-written—without professional jargon. The letter should relate in some way to an article, editorial, or another recently published letter to the editor. Several members may respond, or one member may respond to a letter from another member. Such a running dialogue can keep your issue before the public for days—even weeks. Letter writers and letter signers need not be the same person. A letter signed by an important community leader, your state president, a state legislator, or the head of the local AMA can be very effective. You may request a letter from the national office. Individual situations need to be evaluated individually. What is your strategic message? Who can best speak to it? Remember . . . go back to your plan.

SIDEBAR

Editors often use a SIDEBAR on important stories. A sidebar is a news story which gives the local angle or a personal, human-interest approach to a larger story.

When the first person to receive an artificial heart transplant, Barney Clark, died, his wife stated to the national press that it was Dr. Clark's lifestyle—smoking and poor exercise habits—that contributed to his health problems. She wanted people to be aware of the importance of a healthy lifestyle. A good sidebar about a local physical education and health class teaching children proper diet, exercise, and the dangers of smoking would have been effective at that time.

Sidebars can also be keyed directly to a state or local issue. Proposed funding cutbacks in Physical Education programs could be countered with a lively story on a high-quality local program. What one adapted PE teacher is doing every day to contribute to handicapped students' development could accompany a story on the Special Olympics.

OPINION/EDITORIAL PAGE

OP-ED columns appear in the Opinion and Editorial page of the newspaper. These are opinion pieces, and their goal is to express a persuasive point of view. Professional newspaper columnists who appear regularly occasionally print "guest" columns written by people who are not professional columnists. The guest column, or op-ed piece, allows a member of the public to share an opinion. Timliness and expertise are critical. An op-ed piece on the importance of physical education to young children's development could be used as a response to the Commission on Excellence in Education's report. More thought-provoking than newsy, an op-ed piece should relate to a topic currently getting media attention.

PRESS EXAMPLES

You might encounter any of the following situations in the course of taking action. These are examples, not formulas; they are illustrative, not prescriptive. Each different situation warrants a creative approach and individual solution.

SITUATION: Your state association president will testify before the state task force on curriculum requirements to request a longer daily physical education class. You want the press to be there to report on the testimony and to make the public aware of the value of physical education.

ACTION: Issue a press advisory notifying the media of the testimony. Write a news release highlighting key points in the president's remarks, a backgrounder explaining the issue, and make complete copies of the testimony available to reporters at the hearing.

SITUATION: The local school board is voting next Wednesday on whether or not to eliminate physical education specialists in a budget-cutting move. As the budget process progressed, you have testified many times, but the vote will be close. No one is sure who will win. You know there will be a large turnout, and you are looking for a final gesture to sway the vote to your side.

ACTION: Buy a half page ad in the local paper and publish an open letter to the school board. Have community leaders sign it. Briefly it should speak to the importance of the upcoming vote to the future and health of our children. Simultaneously, issue a news release that summarizes the points in the ad and tells why community leaders wanted to sign on—in their own words.

SITUATION: A national commission just released a study on the status of education in the United States. The report says that courses like health and physical education have become weak substitutes for English and math. You know that the school board is about to embark on a year-long study of high school curriculum requirements. Several school board members already advocate reducing the number and length of physical education classes, and substituting athletics for physical education requirements for high school athletes. You want to move rapidly to block any further consideration of this position.

ACTION: Find a sympathetic reporter, and start putting backgrounders in the mail. Set up luncheon meetings with reporters. Send an open letter to the commission, and publish it in your local newspapers. Organize a speakers' bureau. Obtain speaking engagements before groups to which school board members belong. Distribute literature to parents showing them how they can get involved, and how to contact their local supervisor, councilman and/or school board member.

SITUATION: Your members are joining with the local hospital, dieticians and optometrists to provide a health and fitness fair at the three area shopping centers. You have chosen national PE and Sport Week to hold the fairs; you want to alert the public and encourage attendance.

ACTION: Work with the newspaper to get a special feature on the "style" section front page. Better yet, help develop a "personality" piece on one of the unique participants. Get a headliner to participate in the fair, perhaps as an emcee.

Be creative. These aren't *rules.* These are suggestions to stimulate your imagination. The more original your approach (provided it meets your objectives, of course) the better.

Sample: Press Release

AAHPERD news
The American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive, Reston, VA 22091

For Further Information:
Peggy Seiter, Director
Public & Legislative Affairs
(703) 476-3455

FOR IMMEDIATE RELEASE

CAHPERD President speaks at
Task Force Hearing

SACRAMENTO, CA., March 24--Removing required physical education in elementary schools will have disastrous effects on our children's health and wellbeing, the California Association for Health, Physical Education, Recreation and Dance told a state Department of Education Task Force today.

CAHPERD's President Tillman, Dean of Arts and Sciences at Sacremento State University, called on the task force to reverse its proposal to limit physical education for elementary school children. The Department wants to remove an existing rule requiring students to participate in a minimum of 20 minutes of daily physical education instruction. The rule would be replaced by one requiring 20 minutes of physical education only three times a week, and 20-minute "play" or "recess" periods, twice a week.

(more)

3/24/83

CAHPERD President speaks at
Task Force Hearing

"What is happening here today, is that you are making a choice between bridges, roads, and sewers, and the education of our children," Tillman told the task force on curriculum requirements. "Given that choice, the people of California will choose education," he said.

"We believe that the California Department of Education is sacrificing the health and future of our children for one small budget cut today," said Tillman. "Although the department cites reducing educational costs as the reason for eliminating the daily requirements, they have produced no figures which show how much money would be saved by denying children this essential instruction."

"Recess is not enough!" President Tillman told the task force. "Studies have shown that left to their own devices, children seldom reach high enough levels of intensity to bring about the desired health benefits of a good physical education program. It is important that children learn early in their lives the skills, behaviors and positive self-concepts necessary to make them healthier, happier, and more productive citizens," said Tillman.

"Routine, vigorous physical activity," said Tillman, "has been shown to reduce the incidence of:

- obesity
- coronary disease
- hypertension
- diabetes
- musculoskeletal problems and
- depression anxiety."

(more) 3/24/83

CAHPERD President speaks at
Task Force Hearing

"Grades 1 through 6 is the ideal time for children to develop basic motor skills. At this age, children quickly learn physical skills which they can build on at a later time in their life," said Tillman. "Research has shown that attitudes are developed at a young age, and once formed, are difficult to change."

Tillman offered to provide additional information on the short and long term benefits of physical education to the task force.

The state board of education has appointed the task force to gather input from the public concerning changes in curriculum. A CAHPERD representative has testified at each of the hearings, which have been taking place around the state for the past six months.

-30-

Sample: Letter to the Editor

Letters

Teacher termination bill questioned

To the Editor of The Tribune:

The Iowa Association for Health, Physical Education, Recreation and Dance has not taken a stand on the Teacher Termination Bill (Senate File 448) but would like to voice its concern with Section 280.13 of the bill which pertains to the separation of teaching and coaching duties. The proposed bill greatly decreases the requirements for coaching athletic teams. Whereas at this time a coach is required to have a teacher's certificate and to have a coaching endorsement the current bill does away with the requirement for the teaching certificate. Rather, it stipulates that the only requirement for coaching would be to have a coaching endorsement. The coaching requirements are not standardized and currently can be satisfied by taking abbreviated courses on two weekends. These courses do not have the same amount of content as those currently taught in the universities. Under the proposed legislation anyone, even a high school dropout who took a couple of weekend courses, could spend two or three hours a day coaching students in a sport.

Our major concerns center around these issues:

1) This legislation represents a major philosophic change regarding the place of sports in the schools. While heretofore, sports have been considered part of the overall instructional program of the school, the implication of S.F. 448, Section 280.13 is that athletics are not part of the educational setting and are outside instructional guidelines. A coach who is not part of the educational system would not have the informal day to day contact in the schools such as those that take place in the hallway, the classroom, and the times before and after practice to talk with the student athlete. Those contacts are important and allow a teacher coach to show a concern for the student's total development and school life.

2) Coaching requires a knowledge of physiological processes, an understanding of developmental psychology, and acquaintance with educational techniques. Such things as warm-up process, training regimens, work-out plans, and expectations at certain levels comprise an integral part of coaching preparation and a coach without formal preparation in these areas would be shortchanging students. The possibility of injury in sport would be greater conceivably resulting in more legal suits against the school.

Our neighbor state, Minnesota, currently has separate contracts for teaching and coaching but the requirements for coaching certification are almost the equivalent for those teaching physical education. We feel we owe it to Iowa students to provide the best we have to offer and that this section of the proposed bill diminishes those opportunities.

Jan Beran
IAHPERD President
311 Physical Education Building
Ames, Iowa

Reprinted with permission, the Ames Tribune

Sample: Op-Ed Column

Wayne Osness

Alliance President Responds to Commission

On April 26th, the White House released a report from the National Commission on Excellence in Education entitled "A Nation at Risk: The Imperative for Educational Reform." The report sounds a warning to educators across the nation: We have let our educational system decline; the results have affected our economy, our industries, our children, and the safety and security of our nation and our future. The message is clear: America cannot afford to continue to tolerate the status quo in education.

The Commission report made public many issues and concerns that educators have been sharing with each other for some time now. From American Alliance members we have often heard: "Some of our majors come to us neither with the rudimentary essentials in math and science, nor the physical skills needed to continue their learning at the college level." "Students seem interested only in getting by, getting the credentials necessary to get a job."

One can argue selected points of the commission's findings, the logic and practicality of their recommendations, or the dirge-like seriousness of their warnings. But what cannot be argued is that this report is long overdue and is very likely to signal a renaissance in education which will precipitate major changes in the very fabric of our educational system—the impact will reach far into the future. We may be on a critical threshold. The possibilities are infinite and exciting.

But there are also some ominous implications. One of the major criticisms the commission levies at the current system is that "Twenty-five percent of the credits earned by general-track high school students are in physical education and health education, work experience outside the school, remedial English and mathematics, and personal service and development courses, such as training for adulthood and marriage . . ."

The commission believes that these courses take time away from math, science, English and social studies courses, thereby contributing to the decline in the overall level of educational achievement of our nation's students.

The American Alliance disagrees with this inference on two counts. First, grouping physical education and health education courses with remedial courses, training for adulthood and experiences which occur outside the school denigrates our professions, which *are* part of the educational mainstream. The teaching skills, knowledge, and appreciation of movement is an essential part of a complete, well-rounded education. Developing an understanding and awareness of an active lifestyle on an individual and personal level is an integral part of the school curriculum of the future.

Second, the implication that somehow these courses have contributed to a diminished educational performance could not be further from the truth.

Physical education and health education classes are not the cause of the declining level of student achievement; they can and do serve as an impetus for higher achievement. Physical education teaches skills and knowledge which can be used throughout a student's lifetime, resulting in a healthier, more physically fit adult. Increased levels of physical activity bring increased capacity for productivity. A physically active person is a more productive person. A physically active person is tired less often and finds an increased level of energy. Physically active and fit students, therefore, will have more, not less time and energy.

Physical education and health education teach students about healthy diet, good nutrition and how their bodies function. Students who eat right and engage in regular physical activity will be healthier and will be absent from school less often. Students who are knowledgeable about their bodies and who are in good physical condition use less energy to accomplish goals, and maintain an efficiency of movement which can leave more time for learning.

Physical education teaches students how to use their leisure time. Appropriate use of leisure time provides a much needed respite to the rigors of a demanding new educational curriculum, allowing better concentration and increased attention span while on task.

Health education teaches students about the care and maintenance of

their bodies. Students who have an awareness of how to maintain and enhance their health, and who can put those practices to use in a concrete and personal way will be healthier children and adults. With the rising costs of medical care, we cannot afford to ignore preventive measures. Healthy students can learn more efficiently and effectively than unhealthy students.

The commission reports that "our society and its educational institutions seem to have lost sight of the . . . high expectations and disciplined effort needed . . ." to attain a quality education. They recommend that colleges and universities "adopt more rigorous and measurable standards, higher expectations for academic performance and student conduct. . . ." Physical education teaches these values. Physical education can teach students how to relate to the physical world, the real world in a very basic way. It can teach them how to change, mold, and improve their bodies through discipline, hard work, training, and skill development.

We applaud the commitment to education which resulted in such a comprehensive look at our public educational system at the national level. We urge only that the vision of the future which the commission has glimpsed include physical education and health education as necessary and vital components of our educational system. What kind of a future will we have at the cost of our children's health and development? How can we compete with other nations either in war or peace, either on the real battlefield or the economic front if we cannot come prepared with healthy minds *and* bodies? The dichotomy between them is false. We live in a physical world. We must continue to relate to it. We must continue to teach children how to use their bodies and their minds, and how to use their minds and bodies together so we will have more whole and healthy students, who are truly prepared to face the future.

—Dr. Osness is the President of the American Alliance for Health, Physical Education, Recreation and Dance.

Reprinted from the Journal of Physical Education, Recreation and Dance, September, 1983. Used with permission.

Practicalities

PRESS RELEASE FORMAT

When writing a press release, remember the six questions that the release should answer: who, what, where, when, why and how. Always put the most important information first, and the least important last. Omit anything not pertinent to the issue. Check the writing tips in the following section.

Use the standard format for writing a news release.

- Use standard 8½" x 11" white paper and black typewriter ribbon. Colored paper might draw attention to your newsletter, but it will look unprofessional in a news release.
- The release should be typewritten, and printed or photocopied. The quality of mimeograph releases is inadequate.
- Use one side of the paper only.
- Use wide margins. Double space. Use your association's letterhead or special news release stationery, which includes the organization's name, address, and phone number.
- Label the first page clearly as a news release.
- Give the name and title of a contact person, and that person's day and evening phone numbers in the upper left hand corner of every page. Write *For Immediate Release* prominently near the top of the first page. If you want it released on a particular day, write "For Release: May 16, 19 __, after 10 a.m."
- Don't let a sentence or paragraph carry over from one page to the next.
- Don't hyphenate words.
- A news release should rarely be more than two pages long. At the top left hand side of the second and subsequent pages, list the name of the organization and the page number, i.e. American Alliance, Page 2.
- If the release is more than one page, write (MORE) at the bottom of all but the final page. On the last page indicate the end of the release by the symbol -30- or # # #.

WRITING TIPS

- Be clear, concise, and courteous.
- Get to the point.
- Use a news peg.
- Write "inverted pyramid style" most important information first, then details.
- Check your grammar and word usage. Don't be afraid to ask friends for help.
- Do not use a big word when you can use a small one.
- Use *strong* verbs. Write in the active voice.
- Quote several key sources, if appropriate. And, of course, quote accurately.
- Be specific.
- Make your writing style natural, reflecting conversational tone.
- Use concrete words and images.
- Use this guideline: No sentences longer than 15 words; no paragraph longer than five sentences; no press release longer than two pages.
- Be prepared to make at least three drafts: the first to get some ideas down on paper; the second to clarify and order them; the last to refine the press release style and tone.

DEALING WITH PRINTERS

If you plan to mail a large number of releases, you may want to get them printed. If you need more than 100 copies, the general rule is it is cheaper to print (off-set) than to photocopy. If you do use a printer, you probably want to use a "quick-print" printer. They are usually cheaper because they use a printing process which involves a less expensive printing plate.

Printers often have machines which can collate, fold, and stuff the news releases for you. A printer can print the news release on your letterhead or news release stationery, and should work with you on other details of the job. Don't be intimidated by big machines and unfamiliar terms, simply ask the printer to explain the details you don't understand—paper stock, size reduction, bleed-offs, and so on.

DEVELOPING A MAILING LIST

There are several groups of people, in

addition to local newspaper editors, whom you may want to include on your mailing list for regular press releases. This may be a good way to keep certain people up to date on your issue. Recipients of releases are chosen based on decisions you have made about your legislative goals, your strategic message, your target audience, and your organization's image. *Consider your plan.* Be sure to assign someone to keep your mailing list updated.

Don't use names for media mailings, just address the envelope to "City Desk," "State Desk," "Sports Editor," or "News Editor." Editors don't mind this and it keeps your list from becoming outdated. Consider the following as you develop a mailing list.

PRINT MEDIA

- Local daily or weekly newspaper (often large cities have suburban newspapers in addition to the larger daily paper).
- Neighborhood newspapers
- "Shoppers" newspapers or supplements
- Newspaper supplements, i.e. special annual section on education or fitness
- State capitol newspaper (usually one newspaper in the state capitol carries statewide news).
- Minority or ethnic group newspapers
- Underground press
- Community magazines
- Special audience newspapers or newsletters
- State magazines (i.e., *Texas*)
- City magazines (i.e., *Washingtonian*, Los Angeles)
- Regular or feature columnists, or editorial page editors
- Trade press editors
  - state teachers newspapers or magazines
  - local teachers' newsletters
  - newsletters for local/state fitness clubs, recreation clubs, runners' clubs, YWCA's, Boy Scouts, etc.
  - *Journal of Physical Education, Recreation and Dance*
  - *Update*

BROADCAST MEDIA

- Local television stations
- Local cable television stations
- Local radio stations (check pop, rock, country, classical, all-news, ethnic, urban contemporary—everyone votes and needs to know).
- Television and radio editorial and editorial response spots
- Television and radio talk show hosts

COMMUNITY GROUP NEWSLETTERS

(See Community Resources listing in Research and Resources Section.)

GOVERNMENT OFFICIALS

- State boards of education members
- Governor
- State secretary of education
- State superintendent of schools
- State director of HPERD
- State board of health
- State drug abuse board
- State traffic safety board
- State advisory boards
- State legislators
- State legislative chairs of education, appropriations committees
- State curriculum planning committees
- U.S. Senators and Congressmen
- Governor's Council on Physical Fitness and Sports

Want More?

Although the preceeding information will probably get you through almost any situation, occasionally, additional efforts may be needed in a close legislative campaign. Additional vehicles generally require more time, money and sophistication, so don't be afraid to ask for help. You recognize the value of using a professional in *your* field; recognize it in others. Like you, they will probably be glad you asked for their opinion and guidance.

PRESS KITS

A PRESS KIT is a collection of informational material about a particular issue, packaged in an attractive and usable form for the reporter. Press kits can contain a variety of information and usually come in a two pocket folder format. More expensive folders are printed with the issue, date, organization, and logo on the outside. Press kits can be mailed to reporters, but are most often given away at press conferences. Press kits are more visually appealing, elaborate and expensive communications vehicles than simple news releases, and using them signifies importance. Don't use them inappropriately; use them for impact. You also may want to use a press kit for a major legislative campaign.

- You are taking the offensive. You persuaded a legislator to introduce a bill which would increase to a daily requirement the current mandate for physical education grades K-12.
- You are initiating an annual legislative fitness day which will test state legislators' personal fitness, educate them about the components of good physical education, and the professional training necessary to become a physical educator.
- The governor has just announced a new plan for "excellence in education", and has sent draft legislation to both Houses. While increasing science and math courses, his proposal would eliminate the current state legislative requirement for physical education, making it a local option. You are mounting a major defensive campaign, and plan counter legislation and a series of events.

Press kits can contain a variety of information, based on the issue, the strategy, and the target audience. Some of the possible items to include in a press kit about a new piece of legislation which you have drafted might be:

- A news release announcing the introduction of the bill and explaining its significance.
- A fact sheet explaining the major points of the legislation and why it is necessary. Explain *your* side, not the opposition's.
- A list of people to call for more information.
- Past news releases from related activities i.e., here's how Illinois successfully does the same thing that this bill suggests; here's the local angle; here's how the bill will effect students.
- A copy of the draft legislation.
- A short biography of the sponsor to give him credit for introducing the bill and to give him an opportunity for some news coverage.
- A list of co-sponsors.
- Charts and graphs of data which can support your cause.
- Questions and answers on key ways in which the bill is new or different. Make them questions which a reporter might ask.
- A brochure of your state organization (don't overdo this information, however, unless the press kit focuses on your organization.)
- A list of supporters, including letters of support from other legislators and civic groups. This defines the bill's support, and lets the media know how broad-based the support is—that it is truly a community issue.
- Use your judgement about other items to be included. Your goal is to educate the reporter as quickly as possible, and to provide proper background information without overburdening. (Nobody said it was easy.)

NEWS CONFERENCES

A NEWS CONFERENCE enables a news source to assemble a large number of reporters from a variety of media and disseminate information to all of them at once. Press conferences are only used for *major* announcements. If used frivilously or inappropriately, they can harm your organization's reputation.

Press conferences take a great deal of planning and coordination. If you think you need to use a press conference to give your legislative campaign an extra boost, solicit the help of a public relations professional. You might try to find a public relations professional willing to volunteer with your association. Your local college or university public relations staff might be a good choice. Try to get help from the public relations staff of the bill's sponsor.

BROADCAST COVERAGE

Although you probably won't use television coverage very often, don't neglect its powerful impact on the public. Radio is far more accessible, although coverage is less global. There are different kinds of exposure available through radio and television: local news shows, local interview shows, editorial replies, features or documentaries and public service announcements. In general, local news shows, editorial replies, and local interview shows work best to influence legislative issues.

TELEVISION NEWS

TELEVISION NEWS COVERAGE is used for more important stories. Many local television stations have expanded local news segments which air daily before the national news. These shows developed because of earlier FCC regulations requiring a certain amount of local programming.

Local news shows video taped footage shot earlier in the day for airing on evening or late telecasts. Some stations will do live interviews on the air. TV producers avoid "talking heads" by trying to get more visually appealing pictures. Think action when thinking TV.

RADIO NEWS

RADIO is an instant medium. Reporters use their two-way radios to report "live" from anywhere in the area. Recording tape can be edited and aired quickly, and stations air news at regular times during the hour, as well as more frequently when a story is breaking.

Thus radio has an incredible appetite for stories. What's new? What's affecting schools? What do listeners want to know? Your stream of news releases, letters, and phone calls helps the news editor add your issue to the steady stream of ongoing news.

INTERVIEW SHOWS

Reaching a well-known local talk show personality is another way to generate interest in your topic. Well-timed, the interview can help sway the public and influence legislators. The person must have intrinsic interest to get on the show, and must be very educated about your strategic message and image.

EDITORIALS

EDITORIAL REPLIES on radio or television are usually 60 second spots aired in response to a local news commentary, or relevant to some community issue. Often stations look for groups with issues to present. Although they are directed by the FCC to allow responsible parties to reply, they are not *required* to do so. Because they cover a broad range of issues, they may not air your issue repeatedly. A simple phone call or letter to the station requesting editorial time, and briefly explaining your rationale may get it for you. Be sure your reply is coherent, simple, and well timed. It must fit exactly into the time slot allowed. Type your reply—double or triple spaced—and practice your delivery.

TALKING TIPS

Going on the air? Here are some tips for you.

- Call to confirm the date, time, and place of the interview.
- Think of the interview as an offensive rather than a defensive activity. You are there to communicate and persuade, not to defend.
- Establish two or three points that you want the audience to take with them (your strategic messages!) Work toward mentioning these early in the interview.

Then repeat. Repeat again.

- Role-play. Have a friend ask you all the questions which you could be asked on the air, and prepare concise and clear responses. PRACTICE.
- Wear subdued colors for television—no white. Avoid loud clothes. Everything is magnified on camera. Do not wear jangling jewelry or anything that makes a noise. The microphone will pick up the sound.
- Get there early.
- Relax.
- Don't assume that the audience knows your issues or your profession. You are not talking to fellow professionals.
- Talk in a relaxed conversational tone.
- Find out when the editorial will be aired. Notify all appropriate names on your list. Be sure to thank the interviewer and the crew.

PRESS LUNCHEONS

A PRESS LUNCHEON is an informal business meeting with one member of the press, or a more formal session with a dozen reporters. Individual press luncheons can help you establish a long term personal relationship with the reporter, but should only be held when you have something important to say. Larger luncheons are good for explaining background information and presenting a news story. In this setting, it's the same as a news conference, except more cordially presented.

You might call a reporter for a luncheon meeting to give background on the teaching and coaching bill pending in the House Education Subcommittee. You might set up a luncheon meeting to inform a reporter that the school board vote on a pertinent issue tonight *(that didn't show up on the agenda)* will have 100 parents, teachers, doctors, and children there to protest the action. Ask the reporter to plan for a photographer if there will be a good visual story.

Tips for press luncheons.

- Always be honest, accurate, reliable, and enthusiastic. Most importantly, build and maintain your credibility.
- Let the reporter select the restaurant, but make the reservation in your name if you're meeting with just *one*. Otherwise plan to rent a banquet room at a local restaurant or hotel.
- Give him information related to your discussion to take with him.
- If he asks questions you can't answer, promise to send him information, and do so *the same day*, if possible.
- Pay for lunch. Some papers have a policy preventing reporters from accepting, but make a sincere offer. This is courtesy, not bribery.
- Larger luncheons may be more formal, with charts-and-graphs presentation after a "chatty" meal. (Note: Make sure your news lives up to the reporter's investment of time.) An hour is usually the maximum time you can expect to hold reporters.

The Iowa Story

The following article about Iowa's Legislative Fitness Day is an excellent example of how a good public relations program can help a legislative campaign. Although the two were not planned to coincide, one worked to multiply the effects of the other, and both were highly successful.

Below is an outline of the image, strategic messages, and public relations and legislative vehicles which could be attributed to the Iowa story. The outline uses Jan Beran's article to show how image, message and vehicle can work together in a well-planned and successfully executed campaign.

IMAGE

1. They communicated that they are *educators.* Teaching the legislators on a personal level about their own health and fitness, they showed them what an educator is.
2. They communicated that they are *professionals* by having a variety of tests available and by giving prescriptive interventions, they demonstrated that there is a discrete body of professional knowledge which makes physical education unique and legitimate.
3. They communicated that they are *service oriented.* Since many of the volunteers were public school educators, they demonstrated a willingness to contribute beyond the school system to the community at large.
4. They communicated that they are an *organized and efficient political force.* By successfully organizing the legislative fitness day, by getting substantial state press, and even some national press coverage, they demonstrated that they are organized, effective, and have political friends.

STRATEGIC MESSAGES

1. Learning about your own health enables you to understand how fitness and wellness are important.
2. Physical education represents a discreet body of knowledge and needs to be taught by professional physical educators.
3. Coaching also needs to be performed by a professional.

VEHICLES — PUBLIC RELATIONS

1. Primary vehicle—Legislative Fitness Day.
2. News releases—to print media, television, radio.
3. Flyers, badges, etc.
4. Follow-up information kits to legislators, including test results, intervention programs.
5. Iowa Physical Education and Sport Week to coincide with the National American Alliance Physical Education and Sport Week.
6. Legislative program at Iowa association's annual convention.
7. Letters to the editor concerning the coaching clause.
8. Free VIP professional journal subscriptions to legislators.

LEGISLATIVE VEHICLES

1. Letters to legislators, and the House Education Committee concerning "coaching clause."
2. Personal phone calls to legislators from constituents.
3. Support from other related groups, Iowa Medical Association, Iowa High School Athletic Directors Association etc.
4. Introduction of Iowa Association President and National Physical Educator of the year on the floor of the House.
5. Daily phone calls to the chair of the House Education Committee concerning the bill's status.
6. Request to the governor for an item veto of the coaching clause.

Legislative Fitness Day

Jan Beran

Regina McGill, NASPE Secondary Physical Educator, Jan Beran, IAHPERD, with Representative Norman.

An attempt to make state legislators fit in one day? Absolutely not! An attempt to distract legislators from weighty decisions during the closing days of the state assembly? Never! A risk in public relations? Perhaps. A means of apprising elected officials of their personal state of health and wellness? Closer to the truth. A service to the legislators? Definitely! A means of promoting general awareness of the role of the modern health-physical educator? Exactly! An opportunity to do some informal education-lobbying? Of course. A vehicle for cooperative effort among IAHPERD members? Precisely! A good response? Overwhelming—160 participants and there are only 150 legislators; some returned with their wives and staffers! Something that will be done again? *Right on!*

Iowa is not the first to implement a Legislator's Fitness Day. Missouri, among other states, had implemented one with increasing success over the past few years. With some guidance from them we started making plans. We viewed the purpose as twofold: (1) to assess the fitness status of legislators, and (2) to demonstrate to them in an experiential way that our profession has a unique body of knowledge that requires professional preparation.

Planning Process

At the January meeting of the IAHPERD Legislative Council, the president broached the idea of a Legislative Fitness Day. After a brief discussion and a few suggestions, the council gave enthusiastic approval to initiate action and secure approval to conduct the event. Telephone conversations resulted in appointments with the secretary to the senate and the chief clerk in the House of Representatives. Meeting these individuals meant, of course, being shunted from one staffer to another. Each one reacted positively to the fitness day proposal, except, of course, the one who was to give permission. This blasé individual smoking a cigarette at her desk gave permission for the use of a large public room of the Statehouse on the ground floor. (First choice would have been the rotunda adjacent to the Senate and House but that would have required permission from higher-placed individuals. Next year we may request for that space for maximum publicity).

We agreed on a date toward the close of the session—April 26—and the room was reserved from 10:00 a.m. to 4:00 p.m. That same day, we made arrangements for the local senators and representatives to personally endorse our publicity flyer. They later circulated it and announced the fitness day in the Senate and House of Representatives two days prior to the fitness day. The president's previous participation in the political process and attendance at local legislative breakfast forums sponsored by the League of Women Voters facilitated the process. It's helpful to know the legislators personally.

Consultation with Chip East, volunteer coordinator of the fitness testing aspect, required decisions about (1) invitations to allied groups, (2) publicity, (3) choice of fitness assessment tests, (4) testing personnel, (5) equipment and transportation, and (6) cost.

Because of past cooperative endeavors, the Iowa Dietetics Association and the American Health Association—Iowa Affiliate, were invited to participate. They responded enthusiastically and the day of the testing set up appropriate displays and assigned personnel to answer questions about their areas.

Although the Governor's Council on Physical Fitness and Sport was informed of the event, they were not able to endorse it officially; they did give their support to the project, however. The Iowa Department of Health which had carried out its own Health Awareness Program with state employees was initially skeptical. They had contemplated such a project with the state legislators themselves. After numerous consultations and a lengthy conference phone call they agreed to send one of their personnel to participate. They raised a legitimate concern regarding follow-up and were able to offer helpful suggestions. The Iowa

Reprinted from the Journal of Physical Education, Recreation and Dance, September 1983. Used with permission.

Why have a legislative fitness day? To the professionals in Iowa the answers were obvious. First, let the legislators find out whether or not they're fit. And, second,* in the process *show them that our profession has a unique body of knowledge that requires* professional *preparation. Moral? Legislators learn by doing, too!

Hospital Association initiated contact with us and offered to do the blood tests for a much reduced fee. We welcomed their offer but were able to get a better price through an exercise physiologist at Iowa State University.

Publicity

The AHA-Iowa Affiliate provided their list of newspapers, radio, and television stations to whom they sent news releases. News releases were prepared and released through the University of Northern Iowa Information Services and personal contact was made with local newspapers and media. The Legislative Council of IAHPERD had a regular meeting five days prior to the Fitness Day at which all members were encouraged to contact their local legislators and urge them to participate. For several of the legislative group this meant searching the legislative directory to identify their representatives. For many it was to be the first contact with a legislator. An important byproduct of the event was that IAHPERD members began to take a personal interest in who represented them and became involved in the political process.

Direct publicity to legislators was a flyer highlighted by a sketch of a rotund individual peddling an ergometer, and giving all the pertinent information in a simple quickly-read format. Following Missouri's example, we designed badges to be worn by those who completed the tests: heart shaped stickers with the words E T in Iowa (Exercise Together in Iowa). As the first legislators completed the assessment and returned to committee hearings wearing the badges, they reminded others to participate.

Publicity was successful. Local and syndicated news agencies sent reporters. Both AP and UPI journalists wrote stories and photographed proceedings. The major state newspapers as well as *USA Today* carried stories the next day. Several television stations featured the event in their news programs, and radio stations also reported it.

An Iowa physical educator, Regina McGill, had been chosen NASPE Physical Educator of the Year. Hearing that she had received a congratulatory note from her local representative, the president phoned him and asked if he would be willing to introduce her from the House of Representatives floor. He enthusiastically arranged not only to do that, but also to introduce the IAHPERD president at the opening of the afternoon session on Fitness Day. Another opportunity for publicity!

The Event

The coordinator of the testing, a specialist in measurement and evaluation, consulted with university exercise physiologists. The following six items were included: (1) blood test, (2) blood pressure/heart rate, (3) Astrand bicycle ergometer test for cardio-respiratory efficiency, (4) skinfold measures for body composition, (5) stand and reach for flexibility, and (6) a health assessment program.

Forrest Dolgener and Wallace Hutchison, exercise physiologists, assessed by trained graduate students administered the stationary bicycle tests. A lab technician licensed to draw blood, also a grad student, was assisted by two others at that station. Three individuals measured blood pressure and heart rate; two measured skinfold thickness (one male and one female); two were assigned to measure hip and shoulder flexibility at the stand and reach station, and two helped administer the wellness paper and pencil instrument. The coordinator and the president circulated to welcome people, answer questions, and talk with media personnel. The personnel, many of whom were qualified in several areas could shift to a different station to alleviate a slowdown.

The fitness measures were arranged in stations. We required participants to fill out a scoring sheet, sign a release, and begin with the blood pressure-resting heart rate station. Individuals with a resting systolic reading above 140 or a diastolic reading above 90 were required to discuss potential health risks from the fitness assessment with the exercise physiologist.

Every individual attempted every station. Several older individuals were unable to complete the bicycle ergometer test; however, none were prohibited from participating because of a high resting blood pressure. Participants moved randomly from station to station, but they were encouraged to save the stationary bicycle test for last. Following the bike test, participants completed a 114 item computer-scored Wellness Inventory—a new experience for the older legislators. The 165 participants worked vigorously and seemed to enjoy the experience. There was good-natured bantering back and forth as well as great concern over some results, such as elevated blood pressure. There were no immediate deleterious effects.

The equipment posed few problems. The Departments of Physical Education at Iowa State University and The University of Northern Iowa provided the following: 10 Mopar Bicycle Ergometers, 4 large skinfold calipers, 3 sit (stand) and reach boxes, 4 blood pressure cuffs, and 4 stethoscopes. The only equipment problems were with the stethoscopes used to take the blood pressures. There was so much noise in the testing area that the technicians found it difficult to accurately record the blood pressures. They were forced to rely on a single quality stethoscope and a mechanical blood pressure device.

Follow-up Procedure

Participants received the fitness information within three weeks. The original plan had been to process, analyze, and return the information before the legislature recessed. Because processing took longer than anticipated, coordinators decided that the results might better be sent to their home addresses because of the extremely heavy workload during the last week of the assembly.

The information packet returned to each participant contained several items: a cover letter on IAHPERD stationary, a data summary sheet containing resting blood pressure, maximum VO_2 in ml/kg/min adjusted

for weight and age, percent body fat with a target body weight range (males + 15% to 20% body fatness and females + 22% to 27% body fatness), flexibility, serum cholesterol, and the health assessment results. We provided normative information for each test score and identified individuals in acute risk groups suggesting they see a doctor immediately. We provided intervention programs for cardio-vascular conditioning, achieving the target percent fat level, and lowering cholesterol for individuals with a chronic risk profile.

Legislators who assisted in the publicity, the Governor, the President of the Senate, and the Speaker of the House received letters of appreciation. Several legislators had asked that we repeat the service next year, possibly setting aside a block of time for the assessment. The letters sent to the President and Speaker alerted them to IAHPERD's desire to conduct the next fitness assessment during the National Physical Education and Sport Week, March 1–7, 1984.

Cost

Services provided to legislators amounted to more than $100 per person. There was no charge to them and the cost for the tests was borne primarily by the IAHPERD with $300 earmarked as a special project from the Jump Rope for Heart Fund. Expenses exceeded that figure somewhat: telephone consultations $65; blood tests $60; wellness instruments and analysis $47; E T badges $60; lunch for IAHPERD members $20; and postage $64—a total of $340. The University of Northern Iowa, Iowa State University, and individual members contributed toward travel costs. The rather minimal cost was well rewarded; it accomplished increased awareness of fitness, contact with legislators, and visibility for our profession and IAHPERD.

Benefits

The legislators were intriguied by the ergometers, concerned about their elevated blood pressure readings, grateful for the blood test, either heartened or disheartened by the skinfold and flexibility readings, and persistent in completing the rather lengthy health risk assessment. The benefits of the service were obvious to them. IAHPERD members saw benefits also. The person-to-person contact with legislators was, for many, a first-time experience. It presented an opportunity to meet legislators as individuals and share views regarding legislation. In fact, the president spent 30-40 minutes conferring with two legislators on the House floor regarding proposed legislation to the reduce coaching requirements. The ground work for this had been laid earlier. A byproduct of the event was to provide public educators with an opportunity to demonstrate a unique body of knowledge which competent health-physical educators use to fulfill a vital role in society. An unanticipated outcome was that as they administered tests, university teachers, public school teachers, administrators, nurses, dieticians, and graduate students became better acquainted, many of whom came from different areas of the state. Our professional self-image was enhanced.

Some things we will change the next time include scheduling earlier with the appropriate individuals, requesting a 2-3 hour time slot on the legislature calendar for the designated day, increasing the number of test administrators, decreasing the waiting time, and orienting IAHPERD members about pertinent legislation at the time of the testing. To those who anticipate conducting a similar event, we offer some suggestions: (1) be certain adequate trained and/or licensed personnel do the testing; (2) plan for maximum publicity; (3) use the most professional procedures; (4) plan carefully for the follow-up and the release of information to the participants; (5) dress and conduct tests in a professional manner; (6) expect the membership participating to know their legislators and be able to converse with them on issues; and (7) anticipate a terrific experience.

If a picture is worth a thousand words, a moving picture—particularly when it comes to you over your home TV on a news program—is worth many more. What good publicity captures is the meaning of an event—instantly. Physical educators testing lawmakers at the capitol are what the viewer sees. What the viewer learns is that fitness and health testing are important enough to prepare for, and one prepares by deciding in favor of physical education in schools.

Rationale

One of the strongest messages communicated at the 1982 president-elect's conference was the importance of being politically informed and involved. That emphasis, buttressed by experience in the political process as a concerned citizen and a League of Women Voters member, influenced the president's decision to schedule one IAHPERD State Convention program to focus on legislative issues. At that session both the state consultant for Health and Physical Education and the Iowa State Education Association lobbyist alerted us to proposed legislation of immediate concern. The president appointed a legislative affairs committee to deal with issues and formulate case statements regarding health and physical education. Under the able, experienced leadership of Lou Alley, the committee drafted an IAHPERD position statement concerning proposed changes in scheduling physical education classes. They also worked

with a legislator to propose including comprehensive health education in the Iowa Code for Education.

Realizing the importance of a proactive stance, the president wrote to the newly elected state governor asking him to proclaim National Physical Education and Sport Week in Iowa. A chance meeting in the airport facilitated that. Only after being told the governor had agreed would his appointment secretary schedule it. Governor Branstad was gracious and supportive, welcoming the nine IAHPERD members who witnessed the proclamation. We sent him a personal invitation to the Legislator's Fitness Day. We have also written to him regarding appointments to the Governor's Council on Physical Fitness and Sport. IAHPERD provides gift subscription to the IAHPERD Journal and Newsletters to the governor, the President of the Senate, the Speaker of the House, State Superintendent of Public Instruction, Chairs of House and Senate Education Committees, and Chair of the Governor's Council on Physical Fitness and Sport. Largely because of the Past President H.O. Maxey's work in the ISEA, IAHPERD was invited to send a representative to the Iowa Education Forum. The Superintendent's Advisory Committee also asked an IAHPERD representative to speak about the place of Physical Education in the school curriculum. Barbara Forker ably represented us there.

The Legislative Fitness Day helped meet the IAHPERD goal to be politically alert. It was fortuitiously timed. The Iowa Senate passed a bill greatly diminishing requirements for coaches. Prior to the bill, requirements mandated that a coach hold a teacher's certificate, or if he or she were not a physical educator, a coaching endorsement. The proposed change in the Senate bill dropped the teaching certification requirement. It stipulated that the only requirement would be that a head coach would have to have the coaching endorsement—requirements not adequately standardized and easily satisfied. Concerned IAHPERD leadership immediately polled the Legislative Affairs Committee and the executive group of Legislative Council. All except one person were opposed to the proposed changes. A position statement reflecting the major concerns was drafted and sent to IAHPERD Legislative Council members, Legislative Affairs Committee, and IAHPERD District Representative, along with the proposed changes identified by bill number and section. The letter asked persons to contact their legislators regarding the bill.

The president wrote to all House Education committee members stating the IAHPERD position. (The Chair of the Legislative Affairs committee had a death in the immediate family and could not do it at the time). In addition, contacts were made with the Iowa State Education Association (ISEA) which had initiated the bill and with the School Board Association which opposed it. The *major thrust* of the bill was to change the teacher termination process so teacher dismissal appeals would be heard by a hearing officer rather than by the school board as currently practiced. A *secondary focus* was the separation of teaching and extracurricular duties. Reducing requirements for coaches was added to appease school administrators of small schools concerned about finding sufficient coaches if teachers would be allowed separate contracts. IAHPERD chose to focus only on the coaching requirements.

A physician and lobbyist of the Iowa Medical Association, the executive secretary of the Iowa High School Athletic Association, the president of the Iowa High School Athletic Directors Association, a university-legislative lobbyist, individual university coaches and athletic trainers, and educators in various school districts and institutions were contacted also. The Alliance office was contacted for assistance. Once apprised of the proposed changes, these individuals conveyed their opposition to legislators.

Letters written to local newspapers were undergirded by a significant piece in the major state newspaper which raised issues implied by the entire bill. We kept up daily contact with local legislators and telephone contact with the House Education Chair regarding progress of the bill. Much of this took place during the Minneapolis National Convention, so IAHPERD members there were informed about the status of the bill and were urged to contact legislators upon their return.

Contrary to expectation the bill did not come to a vote prior to the fitness day. As a precaution the president wrote to the governor expressing IAHPERD's concern and asking him to consider an item veto on the portion of the bill pertaining to the decreased coaching requirements. One week after the fitness day the amended bill—which the House Education Committee had spent three weeks rewriting—came to the floor of the House. The Senate bill was amended to say that all coaches *should have* a teaching certificate. In the discussion of the amendments the assistant chair of the committee—with whom the president had spoken at the fitness day—emphasized that the committee had worked very carefully with the various groups to draft a bill acceptable to all.

The amended bill *passed* the House by a large vote and two days later passed in the Senate. We were gratified to know that our views were heard, respected, and were influential. Following the action, we called the House Education Committee Chair and wrote to thank local legislators for their efforts on behalf of IAHPERD and their constituents, the student athletics. The communiqués also contained our offer to be involved in drafting future legislation on the same issues. There will be more because the governor vetoed the entire bill. The ISEA, the backers of the bill, will not desist in its efforts to change the framework for negotiation between teachers and schools, labor and management. Likewise, IAHPERD will continue to be active in upholding the necessity of being professionally prepared to coach in a school instructional setting.

Thanks to Whitfield "Chip" East, University of Northern Iowa, IAHPERD Newsletter Editor, who assisted in the preparation of this article.

Jan Beran is president, Iowa Association for Health, Physical Education, Recreation, and Dance, and a faculty member, Department of Physical Education, Iowa State University, Ames, IA 50010.

V. Research and Resources

Resources for Action
State and Community Resources

Questions and Answers About Physical Education

Q: What is Physical Education?
A: Very simply, PHYSICAL EDUCATION is the study of how and why people move. It is based on the concepts and principles of physiology, psychology, sociology and the mechanics and quality of movement.

Q: Why do we need Physical Education?
A: Just as we are taught to speak, walk and write, we need to be taught how to use our bodies effectively and become physically fit for life. PHYSICAL EDUCATION helps children develop fitness, become independent learners and develop social skills by interacting with other students. PHYSICAL EDUCATION is the only area of education that focuses on educating the whole child.

Q: What does being "Physically Active" mean?
A: Regular Physical Activity is any activity which

- takes at least 20 minutes **and**
- occurs at least 3 times per week **and**
- makes the heart operate at at least 60 percent of its cardiovascular capacity.

Q: Why should we bother to be Physically Active?
A: For several reasons. First because **it is good for your health.** Systematic programs of rhythmic, vigorous exercise can reduce the incidence of

- obesity
- coronary heart disease
- hypertension
- diabetes
- musculoskeletal problems
- depression-anxiety

Second, because **it is good for your heart.** Studies have shown that coronary heart disease is caused more by environmental factors than by the aging process. Physical activity counteracts all four major risk factors of coronary heart disease:

- hypertension
- obesity
- inactivity
- elevated blood lipids

Third, because **it will make you happier.** Studies by employers have shown that employees who are more physically fit are also usually happier. Cost-conscious employers have learned that **"Good Health is Good Business."**

Fourth, **it will make you more productive.** Studies have shown that people who are healthier because of engaging in regular physical activity are more productive and efficient at their jobs, and are absent from their jobs much less than other employees.

Q: Who is Physically Active?
A: Americans of all ages enjoy the benefits and exhiliration of being Physically Active. Over **50 million adults** regularly participate in some form of physical activity. That represents an all-time high of 35 percent of all adult Americans. While this is not as high as the 50 percent seen in some European countries, the numbers are on the rise.

Q: What about children?
A: Currently, over **16 million children and youth** participate in school sponsored PHYSICAL EDUCATION programs.

In addition, **3.5 million boys** and **1.7 million girls** participate in **interscholastic sports** competition in their schools.

Q: Why is Physical Activity good for children?
A: Physical activity is good for children for the same reason it is good for adults. **It is good for their heart, their health, their minds and their work.** Recent studies have shown that children respond to physical activity programs in much the same way adults do.

Children who engage in vigorous PHYSICAL EDUCATION programs become more active in their free time and during summer vacations. The skills that children learn in a structured PHYSICAL EDUCATION program are used not only during their childhood, but are carried over into later life, giving them a lifetime of health benefits. **Healthy children become healthy adults.**

Q: But can't my child be Physically Active without "Physical Education"??
A: Maybe. But studies have shown that left to their own devices, children seldom reach high enough levels of intensity to bring about the desired health benefits. A study of twelve year old boys revealed that over a 24-hour period, their heart rates **never reached a high level, and reached a moderate level only 3 percent of the time!**

However, when children participate in a structured PHYSICAL EDUCATION program which provides opportunities for **skill development** and **physical fitness**, they use these skills in their spare time and integrate them into their lives. PHYSICAL EDUCATION teaches children physical skills—**how to use their bodies for their health**.

Q: Isn't Physical Education just "play" or "athletics"?
A: No. **PHYSICAL EDUCATION is for all children,** regardless of their level of ability or skill. Athletics is for physically gifted students.

PHYSICAL EDUCATION involves a developmental progression, as the child grows.

- PHYSICAL EDUCATION in the elementary grades teaches basic body movement skills;
- PHYSICAL EDUCATION in the secondary grades teaches sport skills that students can continue to use for life.

Q: How can I tell if my child is getting a quality Physical Education program?
A: A good PHYSICAL EDUCATION program is **sequential,** and allows for the developmental needs of each child. The program should have **planned objectives** in a variety of activities, which allows for growth in **motor skills** (psychomotor), **knowledge and understanding** (cognitive), and **attitude and appreciation** (affective).

A good elementary PHYSICAL EDUCATION program helps each child develop **efficient, effective, and expressive movement patterns,** and

- develops motor skills;
- encourages vigorous activity;
- develops an understanding and appreciation of movement;

- emphasizes safety practices;
- fosters creativity;
- promotes self-understanding and acceptance;
- promotes social interaction and
- helps learning to cope with risk-taking, winning and losing.

Q: What about a good secondary school Physical Education program?

A: A good secondary PHYSICAL EDUCATION program has a balance of activities which

- develop and refine personal skills;
- sharpen skills in at least 3 lifelong physical activities;
- develop physical and emotional potential;
- is physiologically efficient;
- clarifies values regarding physical health, welfare and lifestyle;
- are enjoyed;
- explain the mechanics of movement and the effects of exercise on the human body;
- develop personalized programs for fitness and health for life;
- explain the role of sport in society — to develop personal health and recreational skills;
- demonstrate appropriate and positive competitive behavior.

Q: How often should my child have Physical Education?

A: **Elementary** school children should have a **daily** PHYSICAL EDUCATION program of **30 minutes a day, five times a week** — or a total of 150 minutes a week. The size of the class should be consistent with that of other classes in the school.

Secondary school students should have **daily** PHYSICAL EDUCATION programs which are **equal in length and class size to other classes.**

Q: Can anyone teach Physical Education?

A: PHYSICAL EDUCATION should be taught by a **qualified** PHYSICAL EDUCATION teacher. If, in elementary school, PHYSICAL EDUCATION is taught by a regular classroom teacher, a qualified PHYSICAL EDUCATION **specialist** should be available for consultation and direction.

Q: What can I do?

A: As a citizen, you should

- Support continued funding for quality PHYSICAL EDUCATION programs in your schools through the school board and your local elected officials.
- Support quality PHYSICAL EDUCATION programs taught by professional PHYSICAL EDUCATION teachers.

As a parent, you should

- Visit your child's school and talk to the PHYSICAL EDUCATION specialists about your child's fitness status and specifically what you can do at home.
- Learn the details of your school's PHYSICAL EDUCATION program. If it does not appear to be vigorous, progressive, and effective, lobby for changes.
- Work to make sure your community has adequate facilities (playgrounds, ball parks, swimming pools) for physical activities. Make sure team sports are well organized and supervised.
- Most important, get actively involved in developing a well-integrated total fitness program for your child — at school, at home, and in the community.

Support from America's Leaders

"National policies will be no more than words if our people are not healthy of body as well as of mind. Our young people must be physically as well as mentally and spiritually prepared for American citizenship."

President Dwight D. Eisenhower

"It is of great importance that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit—fit to learn, fit to understand, to grow in grace and stature, to fully live."

President John F. Kennedy

"The fitness of our Nation for the tasks of our times can never be greater than the general fitness of our citizens. A people proud of their collective heritage will take pride in their individual health, because we cannot stay strong as a country if we go soft as citizens . . ."

President Lyndon B. Johnson

"Our goal is not to make every citizen an athlete, but to encourage every citizen to know and accept the pleasures and challenges of physical fitness."

President Richard M. Nixon

"Regular, vigorous physical activity enhances health, improves mental and physical performance, and even helps to prolong life. It is folly to lead a sedentary existence when so much enjoyment and so many benefits can be gained from the active life."

President Gerald R. Ford

"The best hope for good health lies in improving the personal habits and activities that are a major concern of health and physical education."

President Jimmy Carter

"I'd like to see every young American win the President's Fitness Award."

Ronald Reagan

"We can have a longer life—A more productive life—a happier life—if we pay some basic attention to our physical condition. And, apparently, in treating our physical condition we will be treating our mental condition as well. What could be simpler?"

Caspar W. Weinberger
Secretary of Defense

National Organizations Support Physical Education

A Statement of the USOC Sports Medicine Council

RESOLUTION ON PHYSICAL EDUCATION

A comprehensive physical education program motivates and guides the individual to gain the skills, concepts, and interests necessary to sustain a lifestyle that contributes to personal health, muscular endurance, cardiopulmonary fitness, physical agility, and a sound concept of self. This is best accomplished through associated applications to a diversity of sports under qualified educational leadership and medical supervision.

From such efforts will emerge the satisfying pursuit of sport appropriate to the person's relative talent, interest, opportunity, and commitment, including but not limited to future Olympians. The USOC thereby encourages public and corporate support of comprehensive physical education programs and the national organizations dedicated to quality guidance of that support.

March 1983

A Statement from the Special Advisors to the President's Council on Physical Fitness and Sports

PHYSICAL EDUCATION—AN ESSENTIAL SCHOOL SUBJECT FOR THE NATION'S WORK FORCE

WHEREAS, the lack of physical fitness among the Nation's work force results in an alarming waste of human and financial resources; and

WHEREAS, substantial evidence supports the belief that serious, chronic health problems, such as cardio-vascular and low back disabilities, begin in childhood and adolescence; and

WHEREAS, studies have shown that a relationship exists between quality physical education of children/youth and the physical activity habits of adults;

THEREFORE, be it resolved that the Special Advisors to the President's Council on Physical Fitness and Sports strongly urge all school districts to require daily physical education for all children and youth for grades K-12. In addition, the Special Advisors recommend that schools emphasize the following areas in physical education:

1. Identification of the physically underdeveloped pupil and provision for appropriate, progressive, developmental physical activities to correct this condition.
2. The attainment of an optimal level of physical fitness by all pupils.

February 1982

A Statement from the American Association of Fitness Directors in Business and Industry

WHEREAS, the lack of minimal physical fitness among the nation's work force results in extensive waste of human and financial resources, and

WHEREAS, empirical evidence now supports the belief that serious chronic health problems such as heart disease and low back disabilities begin in early childhood and adolescence; and

WHEREAS, research has shown that a strong relationship exists between quality physical education programs and the physical activity habits of adults:

THEREFORE BE IT RESOLVED that the Board of Directors of the American Association of Fitness Directors in Business and Industry strongly urges all school districts to require daily physical education for all children in grades K-12. In addition, the Board of Directors recommends that educational institutions emphasize the following areas in physical education.

1. Identify physically underdeveloped pupils and provide for appropriate, progressive, developmental physical activities to aid in correcting these situations.
2. Encourage the attainment of specific physical fitness goals at all primary and secondary levels.
3. Encourage the satisfactory completion by all students by grade 12 of a course in preventive health maintenance through lifestyle modification.

September 1978

A Statement from the American Medical Association

RESOLUTION ON SCHOOL AND COLLEGE PHYSICAL EDUCATION

WHEREAS, the medical profession has helped to pioneer physical education in our schools and colleges and thereafter has encouraged and supported sound programs in this field; and

WHEREAS, there is increasing evidence that proper exercise is a significant factor in the maintenance of health and the prevention of degenerative disease; and

WHEREAS, advancing automation has reduced the amount of physical activity in daily living, although the need for exercise to foster proper development of our young people remains constant; and

WHEREAS, there is a growing need for the development of physical skills that can be applied throughout life in the constructive and wholesome use of leisure time; and

WHEREAS, in an age of mounting tensions, enjoyable physical activity can be helpful in the relief of stress and strain, and consequently in preserving mental health; therefore be it

RESOLVED, that the American Medical Association through its various divisions and departments and its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges.

June 1960

A Statement from the Organization for the Essentials of Education

Society should continually seek out, define, and then provide for every person those elements of education that are essential to a productive and meaningful life.

Educators agree that the overreaching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs.

The interdependence of skills and content is the central concept of the essentials of education.

The essentials of education include, among others, the ability to apply knowledge about health, nutrition, and physical activity, to acquire the capacity to meet unexpected challenges; to make informed value judgements; to recognize and to use one's full learning potential and to prepare to go on learning for a lifetime.

Research Excerpts: Physical Education Facts

The old saying, "Statistics can prove anything," is very true. In the same way, it could be said that research can prove anything. Both findings and their numerical analysis can be debated, researched, and analyzed again. It is often difficult to know when all the facts are in. Research literature is a living body of knowledge. That's why experiments are replicated many times before the profession accepts the "truth" of the findings.

But, the political process does not wait for research. Politically active professionals must act on the best information available at the time of the decision. The following section contains statements which have been culled from several research articles, and is intended to help you advocate for physical education. You will find nothing negative about physical education here. It is not a definitive or balanced research piece, but a practical aid. As you write your legislator, prepare testimony, and speak to community leaders, you may want to use these statements to formulate your arguments or stimulate your thinking.

The Research Excerpts are organized in the following order:

I. The Shape of America
- The shape we're in
- Who Exercises

II. The Benefits of Physical Activity
- Health
- Heart
- Attitude
- Productivity

III. Physical Education and Physical Activity
- Physical activity in the schools
- Movement is natural
- Improves self-image
- Improves learning
- Improves peer relationships
- Fit for life
- Physical education and children

IV. Physical Education Teachers and Specialists

V. The Status of Physical Education

I. The Shape Of America

THE SHAPE WE'RE IN

1. "Large pockets of public apathy, urban growth, and our modern life style continually threaten to neutralize physical fitness advances."[1]

2. "Millions of Americans still are willing victims of get-fit-quick schemes which promise fitness in a few minutes a day, without sweat or strain."[2]

3. "The American Medical Association estimates that one-third of all American children are overweight."[3]

4. "The ordinary tasks of daily living no longer provide enough vigorous exercise to develop and maintain good muscle tone or cardiovascular and respiratory fitness. In homes and factories, and even on farms, machines now supply the "muscle power" for most jobs. They have virtually eliminated the necessity for walking long distances or climbing stairs, and one of them—the TV set—holds children in captive idleness for as much as 50 hours a week."[4]

5. "Pervasive inactivity, together with poor living habits, has resulted in a serious national fitness problem. Obesity is epidemic in America. Our children do poorly in tests of strength and endurance. Fifty-four percent of all deaths in the United States result from diseases of the heart and blood vessels—disease which are associated from physical inactivity."[5]

6. "Despite the current emphasis on physical fitness, an information gap persists. Most Americans associate fitness with good physical performance; a surprisingly large number do not associate it with good health, improved appearance, or better performance on the job and in the classroom. This is especially true among the poor, the elderly and the less educated."[6]

7. "America is in the midst of a genuine participant sports boom. We are buying more bicycles than automobiles; sports fashion and athletic footwear have become major industries; and the number of skiers and tennis players has tripled."[7]

8. "Based on what is now known it appears that substantial physical and emotional benefits, direct and indirect, are possible . . . with regular physical fitness and exercise. Yet most Americans do not engage in appropriate physical activity, either during recreation or in the course of their work."[8]

9. "Only a small proportion (about 2.5%) of companies and institutions with greater than 500 employees offer fitness programs for their workers."[9]

10. "Certain groups demonstrate disproportionately low rates of participation in appropriate physical activity, including girls and women, older people, physically and mentally handicapped people of all ages, inner city and rural residents, people of low socioeconomic status and residents of institutions."[10]

11. "Though growing, the awareness of the health benefits of regular exercise is limited."[11]

12. "American consumers spent more than $30 billion in 1981 on goods and services to keep healthy and fit. The 85% who believe they are in good health say they owe it to the "vast sums" they spend to keep that way."

- 53% of the adult population exercises regularly
- 45% are overweight
- 48% are normal weight

and less than half of those overweight by as much as 50 pounds stick to dieting . . . one of three American adults continues to smoke an average of one pack a day."[12]

13. "There has been a catastrophic jump in the cost of health care—the tab for one day in the hospital has skyrocketed from $74 in 1970 to nearly $200 today and is increasing by 15% each year. The trend of the 70s shows that the future health of the nation will depend on each individual's willingness to do something about his or her own health."[13]

14. "Last year, in a survey performed by physical education students, these questions were asked:—Who would you ask to help your sports-minded son learn to throw a baseball correctly? Where can you get help for a child who is uncoordinated and lacks body awareness? To whom would you go for advice if you wanted to become more physically fit? The answers to these questions were shocking: Jack LaLane, Reggie Jackson, Erma

Bombeck, Joyce Brothers, Billy Martin, the Little League team coach, Ann Landers. Most discouraging was the fact that only seven individuals of more than 200 surveyed said they would consult a physical educator to find the answers to these questions."[14]

WHO EXERCISES?

15. "Approximately 35% of adult Americans participate in some form of regular physical activity, an all-time high for Americans which continues to increase each year. This means that approximately 50 million adult Americans engage in some form of regular exercise."[15]

16. "Though physical fitness and exercise activities have increased in recent years and over 50% of adults reported regular exercise in popular opinion polls, generous estimates place the proportion of regularly exercising adults ages 18 to 65 at something over 65%."[16]

17. "Regular runners include approximately 5% of all Americans over age 20, and 10% of men aged 20 to 44."[17]

18. "About 36% of adults ages 65 and older were estimated in 1975 to take regular walks."[18]

19. "Half of the 160 million adult Americans never engage in physical activity for exercise, according to a national survey."[19]

20. "Older, poorer and less educated Americans frequently have little understanding of the contributions exercise can make to health, performance, or the quality of life."[20]

21. "There are 20 million runners, 15 million regular cyclists, and 15 million serious swimmers among America's 160 million adults."[21]

22. "The National Adult Physical Fitness Survey showed that 6.5 million adult Americans jog for exercise."[22]

II. The Benefits Of Physical Activity

HEALTH

1. "Systematic programs of rhythmic, vigorous exercise can reduce the incidence of:
- obesity
- coronary heart disease
- hypertension
- diabetes
- musculoskeletal problems
- depression-anxiety"[23]

2. "The evidence is increasingly clear that cigarette smokers . . . increase their risk of heart disease from two to six times that of non-smokers. But research has indicated that regular aerobic exercise is one interacting factor that may lessen the hazards of smoking."[24]

3. "It can be surmised that . . . regular exercise reduces the deleterious effects of smoking . . ."[25]

4. "Regular physical activity will eventually increase the density of the bones of the body and increase their resistance to stress and strain."[26]

5. "The necessity of physical activity for a growing child is well-documented in terms of his growth and fitness needs. Physical activity increases muscle tone, improves respiration and circulation, benefits digestion, aids in controlling obesity, is important in rehabilitation after illness and surgery, and stimulates proper growth and development. Physical benefits alone could be sufficient reason for supporting elementary school physical education programs, but there are many additional valid reasons."[27]

6. "Studies indicate that children respond to activity programs in much the same way as adults. These findings provide the assurance that vigorous activity helps to prevent childhood coronary disease, and helps to ameliorate conditions that are already in progress.[28]

7. "Health implications:
- Most people feel better when they exercise.
- Physical inactivity can result in decreased physical working capacity at all ages.
- Physical inactivity is associated with an increased risk of developing obesity and its disease correlates.
- Physical inactivity is associated with increased risk of coronary heart disease.
- Appropriate physical activity may be a valuable tool in therapeutic regimens for control and amelioration (rehabilitation) of obesity, coronary heart disease, hypertension, diabetes, musculoskeletal problems, respiratory diseases, stress

and depression/anxiety. Such physical activity, however, is still not routinely prescribed for the treatment of these conditions."[29]

8. "A 10-year study of longevity in America has shown conclusively that regular exercise, in combination with other good living habits, can help increase life expectancy by as much as 11 years for men and 7 years for women. One of the study's authors declared that "the daily habits of people have a great deal more to do with what makes them sick and when they die than do all the influences of medicine."

The study started with 7,000 subjects in 1965, and there have been twice as many deaths among the men who exercised infrequently, if at all, as there have been among those who exercise regularly.

A former chairman of the American Medical Association's Committee on Exercise and Physical Fitness has said that "exercise is the most significant factor contributing to the health of the individual."

On all sides the evidence is mounting that physically fit persons live longer, perform better and participate more fully in life than those who are not fit. Regular, vigorous exercise is essential to vibrant good health, and it enhances the capacity for enjoying life."[30]

9. "Contagious diseases, once the leading killers, are being brought under control by drugs and modern medical knowledge, but are being replaced by heart disease, cancer and stroke. Medical specialists blame such deaths largely on changes in lifestyle characterized by factors over which doctors have little or no control."[31]

HEART

10. "Studies have shown that coronary heart disease is caused more by environmental factors than by the aging process. Physical activity counteracts all four major risk factors of coronary heart disease:

- hypertension
- obesity
- inactivity
- elevated blood lipids."[32]

11. "Studies have shown that "Low-density lipoprotein cholesterol (LDL-C) . . . . seems to contribute to artherosclerosis by depositing cholesterol in the arteries. Short-term exercises will contribute to lower levels of LDL-C . . . which also lowers the risk of heart disease."[33]

12. "Physicians routinely prescribe exercise as a means of maintaining and enhancing health, and exercise is accepted therapy for many heart patients and the victims of other degenerative diseases."[34]

ATTITUDE

13. "Studies by employers have shown that employees who are more physically fit are also happier."[35]

14. "Physical activity contributes to the general feeling of well-being. It can be an antidote for tension from school, parental and societal pressures. It is an avenue for expression of anger, aggression and happiness. It is a means for discovery of self as well as a social facilitator."[36]

15. "Menninger says that good mental health is directly related to the capacity and willingness of an individual to play."[37]

16. "Positive psychological drives, physical strength and energy, and heightened activity within the cells of the body appear to occur together."[38]

17. "Physical exertion, which consumes the sugar and fats that have poured into the bloodstream, reduces the stress reaction through the process of "syntrophy". Simply, the more a person exercises the stronger the body becomes. Following periods of extended exertion, the body systems slow, bringing on a feeling of deep relaxation. Attaining this relaxed state is essential to lessening the stress reaction."[39]

18. "People who exercise regularly tend to feel better about themselves and to develop positive attitudes about the necessity of physical activity. From the reports of thousands of joggers and runners, we know that their daily mileage has become one of the most important activities in their lives."[40]

19. "Morgan and his colleagues have noted that physical activity, including running, may modify anxiety and depression. Specifically, acute physical activity was found to consistently reduce anxiety that was situational rather than chronic."[41]

PRODUCTIVITY

20. "Studies have shown that people who are healthier because of engaging in regular physical activity are more productive and

efficient at their jobs, and are absent from their jobs much less than other employees."[42]

21. "Good health is good business. Healthy employees have been shown to be happier and more productive. When employees are healthy, absenteeism is reduced and on the job efficiency is increased. Consequently, many firms are providing employee fitness programs in which workers are paid for on-site involvement in exercise programs."[43]

III. Physical Education and Physical Activity

PHYSICAL ACTIVITY IN THE SCHOOLS

1. "The Surgeon General, in establishing *Objectives for the Nation*, recommends the following:

Prevention/Promotion measures:

- Providing information in school and college-based programs on appropriate physical activity and its benefits.

Technologic measures:

- Increasing the availability of existing facilities and promoting the development of new facilities by public, private and corporate entities;
- Upgrading existing facilities, especially in inner city neighborhoods, and involving the population to be served at all levels in the planning.

Legislative and Regulatory measures:

- Increasing the number of school-mandated physical education programs that focus on health-related physical fitness."[44]

we are not as fit as we should be. Don Bailey's Saskatchewan Growth Study shows that fitness is a decreasing function of age—that is, the fitness level of our children decreases from the time we sit them behind a desk in grade one (holding height and weight constant)."[45]

3. "Because exercise has positive effects on health, the school has an ever increasing responsibility for providing adequate time and space for physical activity."[46]

4. "If we wish to develop fully functioning human beings with an appetite and belief in physical activity as well as the body management skills to pursue exercise, sports and daily life activities with efficiency and pleasure, it becomes increasingly important to provide well-planned physical education programs for these early years."[47]

5. "Schools are the only direct link that society has with all children. Schools are the logical vehicle through which children can learn the skills, knowledge and attitudes that are essential in acquiring and maintaining appropriate activity patterns."[48]

MOVEMENT IS NATURAL

6. "Research shows that man is an active being. He cannot do nothing. Graduate students in several psychological studies were paid to do absolutely nothing in a stimulus free environment; however, they had to give up."[49]

7. "The function of the organs of the body improve with use."[50]

8. "Research points to the need for physical activity in today's sedentary age."[51]

9. "On the average, children who participate in many activities and who produce the most school work of various kinds are those who are physically strong and energetic, not given to absences from school, and developmentally advanced."[52]

IMPROVES SELF-IMAGE

10. "Physical Education can have a strong impact on the development of self-concepts. The student who is positively oriented and has a sense of belonging, worth and competence possesses a strong foundation for learning. Physical education is a unique medium for establishing this foundation which enhances learning in other curriculum areas. Skills and knowledge are learned and often forgotten. But, knowing how to learn and having a positive orientation to learning will last a lifetime."[53]

11. "Physical education programs help in the development of self image. It has been found that the way people see themselves is in part dependent on the way they see themselves physically. In this way, physical education programs designed to meet individual needs can assist in the development of total self-image. It appears, from social psychology research, that good self image is vital to

healthy survival in today's society."[54]

12. "Concept of self and readiness to attempt things are profoundly influenced by the quality of the child's body and the kind of skills he develops in using it."[55]

IMPROVES LEARNING

13. "The radically differing nature of the physical activity class inevitably counteracts the boredom of teacher and pupils, while the body movement demanded in the activity sessions has a direct arousing effect upon all who are involved. Moreover, the investigations of Piaget and other psychologists have underscored the close linkage between the learning of psychomotor and intellectual skills in the young child."[56]

14. "An improved perception and understanding of the body in motion inevitably enhances the acquisition not only of writing skills, but also of mathematical ability."[57]

15. "It seems fair to conclude from the Trois Rivieres study that a substantial segment of primary school curricular time can be reallocated to physical education without jeopardizing academic learning . . . . suggests further that an enhanced physical activity requirement can facilitate the early learning of some disciplines such as mathematics."[58]

16. "One or more motor performance variables were found to be significantly related to reading and mathematical abilities in the second, fourth, and sixth grades for each of the three groups analyzed. This finding would seem to suggest the inclusion of motor performance objectives in the elementary physical education curriculum and to further solidify the role of physical education in the "back to basics" movement with reading and mathematics."[59]

17. "Consistent with other studies, there appears to be a low but significant relationship between reading and mathematical abilities and selected motor performance variables among Georgia children in the second, fourth and sixth grades. These data suggest that inclusion of specific motor developmental activities as well as games and rhythms in the elementary school physical education curriculum might enhance academic performance."[60]

18. "Some educational psychologists (Kephart, Piaget, Getman) think that integration of learning may be aided by teaching physical activity to children. They imply that the cognitive, affective and psychomotor domains develop together, and that movement provides a base for learning.

'Boorman (1972) and Vallance (1975) have shown that the use of creative dance has improved children's use of language and clarified the use of line in their art.'

The Vanves Project (MacKenzie, 1974), Project HOPE (1974) and PEP in New York (1975) clearly indicate that students participating in regular physical activity programs often improve their academic work."[61]

19. "Perhaps most exciting of all is the increasing recognition of the contributions that the psychomotor experiences make to total learning."[62]

20. "There is increasing recognition of the need to provide children with a wide range of sensory and social experiences to facilitate learning and total development. Basic common sense tells us that play, movement and natural human learning are much the same thing . . . moving, feeling, and knowing are in reality, one whole."[63]

21. "An extensive study conducted at UCLA on three- and four-year-olds (D. Hansen and V. Hunt et al) reveals that cognitive learning based on multi-sensory experiences is more effective than that based on sedentary academic tasks. Movement-oriented programs resulted in a significant decrease in anxiety, producing a feeling of well-being which allowed the child to integrate learning within himself more efficiently."[64]

IMPROVES PEER RELATIONSHIPS

22. "The development of motor abilities is especially important to the social and emotional adjustment of boys and girls. Anyone who has watched elementary boys and girls on the playground realizes that those who have highly developed motor skills are much more acceptable to the group than those children who have few such skills."[65]

23. "The status of the elementary school child with his peers is dependent to a great extent on his motor skills and his behavior in game situations. 'The child soon learns that he will be judged by what his body accomplishes. . . . this is one of the lessons of life . . . that we are judged by our bodies and can improve them.'"[66]

FIT FOR LIFE

24. "The primary motivation for the increased adult participation in physical activity programs is an increased awareness of the health related benefits associated with the type of movement regularly conducted in physical education."[67]

25. "Gilliam et al demonstrated that physical education programs which were comprised of vigorous activities led to a more active lifestyle by the participants during their freetime, including summer vacation."[68]

26. "Shepard et al reported that the addition of one hour of supplemental physical education per day had a significant effect on improving the motor performance and physical condition of elementary school children. During this 8-year study, the differences between the experimental and control groups became more profound, demonstrating the long-term benefits of a systematic program."[69]

27. "Research indicates that motor skills learned in physical education classes may be the stimulus for increased activity during leisure time."[70]

28. "Evidence suggests that whenever a concerted effort has been made to provide sufficient time and opportunities for skill development and physical fitness through school based physical education programs, there is a positive carry-over effect on free-time activities."[71]

PHYSICAL EDUCATION AND CHILDREN

29. "On the basis of research findings to date we can say:

1) Physical activity is necessary to support normal growth in children.

2) Inactivity as a youngster can have a bearing on mature functional capacity and consequently may be directly related to a number of adult health problems.

3) The basic orientation toward experience is established early in life. If we want adult participation in physical activity, it should be remembered that motivation towards activity is probably laid down at a very early age. "As the twig is bent, so grows the tree."

4) Learning inside the classroom may be enhanced and supported by activities outside the classroom. "All work and no play makes Jack a dull boy."[72]

30. "It is a well-established fact that physical activity is essential to the development of the growing child as well as to the continuing health and well-being of youth and adults. In addition, there is an increasing body of knowledge which supports the interrelationships of the psychomotor, cognitive and affective domains of learning."[73]

31. "During grades 1-6, a child quickly develops physical skills. It is important to use this time to develop a foundation of basic skills on which to build at a later time. It is also the best time for children with motor learning difficulties to make progress."[74]

32. "Research shows that attitudes are developed at a young age and, once formed, are difficult to change. It is important, then, to develop attitudes conducive to physical activity early if we wish physical activity to be part of a person's lifestyle throughout their life.

Cumming concluded that 'such attitudes are important later in life for the prevention of premature heart disease, since adequate exercise can reduce heart attacks by up to fifty percent."[75]

33. "Younger organisms have more available energy than older ones and they convert it into activity at a more rapid rate."[76]

IV. PE Teachers And Specialists

1. "Good physical education programs produce good results. In a 5-year study covering 2,648 high schools in 25 states, pupil achievement in course objectives was directly proportional to the quality of the program. While elaborate facilities are not necessary for good developmental programs, achievement is directly related to standards governing the program administration."[77]

2. "In a study to determine selected motor skill performance differences of children taught by a physical education specialist and a classroom teacher, the results were found to be as follows:

(1) The physical education specialist has a more positive effect than does the classroom teacher on selected motor skill learning by elementary school age boys and girls.

(2) Instruction by the physical education specialist will more likely lessen the differences between the girls' and boys' performances than instruction by the classroom teacher.
(3) Girls appear to benefit slightly more than boys from instruction by the physical education specialist.
(4) In most cases, sixth grade boys score significantly higher than sixth grade girls on selected motor skills."[78]

V. Status Of Physical Education

1. "Only an estimated one third of children and adolescents ages 10 to 17 participate in daily school physical education programs, and the numbers are declining."[79]

2. "Many high school programs focus on competitive sports that involve a relatively small proportion of students."[80]

3. "An estimated 16 million children and youth participate in school sponsored physical education programs in the 6-17 age group."[81]

4. "Of the estimated 37 million students between 10 and 17 years of age, only one third are involved in daily physical education programs, with the greatest concentration of these in the elementary and middle schools."[82]

5. "The group of 60 million school-aged children and youth represents the potential for establishing the knowledge, skills and values that will lead to a lifetime of healthful living. The cost-benefits of habitual physical activity as a pattern of daily living are at a maximum when they are established in the elementary school and reinforced throughout the school years."[83]

6. "The number of young women participating in interscholastic and intercollegiate sports has quadrupled in a decade."[84]

7. "Eighteen million boys and girls try out for the Presidential Physical Fitness Award each schoolyear."[85]

8. "Ninety percent of the Americans questioned in a national survey say we should have physical education programs in our elementary and secondary schools."[86]

Footnotes

Research Excerpts: Physical Education Facts

I. THE SHAPE OF AMERICA

The Shape We're in

[1]President's Council on Physical Fitness and Sports, *Organization, Objectives, Programs, Situation Report* (Washington, DC: President's Council on Physical Fitness and Sports, 1982).

[2]*ibid.*

[3]*ibid.*

[4]*ibid.*

[5]*ibid.*

[6]*ibid.*

[7]*ibid.*

[8]Jack H. Wilmore, "Objectives for the Nation: Physical Fitness and Exercise," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 3 (1982): 42.

[9]*ibid.*

[10]*ibid.*

[11]*ibid.*

[12]Vicki Cleave and Henry Eisenhart, "Stress Reduction Through Effective Use of Leisure," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 8 (1982): 33.

[13]Charles A. Bucher, "The Future of Physical Education and Sport," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 8 (1982): 13.

[14]*ibid.*

Who Exercises?

[15]Vern Seefeldt, "Status and Cost-Benefits of Physical Activity in the Promotion of Healthy Lifestyles" (Unpublished Manuscript), p. 1.

[16]Wilmore, p. 42.

[17]*ibid.*

[18]*ibid.*

[19]President's Council on Physical Fitness and Sports.

[20]*ibid.*

[21]*ibid.*

[22]President's Council on Physical Fitness and Sports, *Suggestions for School Programs, Youth Physical Fitness* (Washington, DC: President's Council on Physical Fitness and Sports, September 1980).

II. THE BENEFITS OF PHYSICAL ACTIVITY

Health

[23]Seefeldt, p. 1.

[24]Arthur Weltman and Bryant Stamford, "Exercise and the Cigarette Smoker," *The Physician and Sportsmedicine* Vol. 10 No. 12 (December 1980): 153.

[25]*ibid.*

[26]Anna S. Espenschade, "Research Findings Relating to the Need for Physical Education in the Kindergarten and Elementary School" (Unpublished Manuscript), p. 1.

[27]Margie R. Hanson, "Supporting Rationale for Elementary School Physical Education" (Paper presented at the American Academy of Physical Education, Anaheim, California. February 28, 1974), p. 2.

[28]Seefeldt, p. 2.

[29]Wilmore, p. 42.

[30]President's Council on Physical Fitness and Sports, *Organization . . .*

[31]Bucher, p. 13.

Heart

[32]Seefeldt, p. 2.

[33]Weltman and Stamford, p. 153.

[34]President's Council on Physical Fitness and Sports, *Organization . . .*

Attitude

[35]Seefeldt, p. 2.

[36]Hanson, p. 2.

[37]Espenschade, p. 2.

[38]*ibid,* p. 1.

[39]Cleaver and Eisenhart, p. 34.

[40]*ibid.*

[41]Michael L. Sachs, "Running Therapy: Change Agent in Anxiety and Stress Management," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 8 (1982): 44.

Productivity

[42]Seefeldt, p. 2.

[43]*ibid.*

III. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

Physical Activity in the Schools

[44]Wilmore, p. 42.

[45]Stuart G. Robbins, "What Research Says about Elementary School Physical Education in Today's Curriculum" (Unpublished Paper, COPEC, 1977), p. 4.

[46]Hanson, p. 3.

[47]*ibid.* p. 4.

[48]Seefeldt, p. 3.

Movement is Natural

[49]Robbins, p. 4.

[50]*ibid.*

[51]*ibid.*

[52]Espenschade, p. 1.

Improves Self-Image

[53]Robert Pangrazi, "Physical Education, Self-Concept, and Achievement," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 9 (1982): 18.

[54]Robbins, p. 5.

[55]Espenschade, p. 3.

Improves Learning

[56]Roy J. Shephard, M. Volle, H. Lavallee, R. LaBarre, J.C. Jequier and M. Rajic, "Curricular Time for Physical Education? A Controlled Experiment in French Canada Asks How Much Curricular Time Should be Spent on Physical Education," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 9 (1982): 19.

[57]Shephard *et. al.*, p. 19.

[58]*ibid.* p. 20

[59]I. David Harris and Margaret A. Jones, "Reading, Math and Motor Performance," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 9 (1982): 22.

[60]Sandra Keller, "An Historical Review," *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 9 (1982): 28.

[61]Robbins, p. 6.

[62]Hanson, p. 4.

[63]*ibid.*

[64]*ibid.* p. 8.

Improves Peer-Group Relationships

[65]Espenschade, p. 3.

[66]*ibid.*

Fit for Life

[67]Seefeldt, p. 1.

[68]*ibid.* p. 3.

[69]*ibid.*

[70]*ibid.*

[71]*ibid.*

Physical Education and Children

[72]D.L. Bailey, "The Growing Child and the Need for Physical Activity," *Child in Sport and Physical Activity* ed. J.G. Albinson and G.M. Anderson (Baltimore: University Park Press), p. 1.

[73]Hanson, p. 1.

[74]President's Council on Physical Fitness and Sports, *Suggestions . . .*

[75]Robbins, p. 5.

[76]Espenschade, p. 1.

IV. PE TEACHERS AND SPECIALISTS

[77]President's Council on Physical Fitness and Sports, *Suggestions . . .*

[78]Donna Jo Workman, "A Comparison in Selected Skills of Children Taught by the Physica Education Specialist and those Taught by the Classroom Teacher," *Dissertation Abstracts* Vol. 25 No. 5 (1966): 1.

V. THE STATUS OF PHYSICAL EDUCATION

[79]Wilmore, p. 42.

[80]*ibid.*

[81]Seefeldt, p. 1.

[82]*ibid.*

[83]*ibid.* p. 2.

[84]President's Council on Physical Fitness and Sports, *Organization . . .*

[85]*ibid.*

[86]*ibid.*

Bibliography

Research Exerpts: Physical Education Facts

Bailey, D.L. "The Growing Child and the Need for Physical Activity." *Child in Sport and Physical Activity*, ED. J.G. Albinson and G.M. Anderson. Baltimore: University Park Press.

Espenschade, Anna S. "Research Findings Relating to the Need for Physical Education in the Kindergarten and Elementary School," Unpublished paper.

Hanson, Margie R. *"Supporting Rationale for Elementary School Physical Education."* Paper presented at the American Academy of Physical Education, Anaheim, California, 1974.

President's Council on Physical Fitness and Sports. *Organization, Objectives, Programs Situation Report.* Washington, DC: President's Council on Physical Fitness and Sports, 1982.

_____. *Suggestions for School Programs Youth Physical Fitness.* Washington, DC: President's Council on Physical Fitness and Sports, 1980.

Robbins, Stuart G. "What Research Says about Elementary School Physical Education in Today's Curriculum." Unpublished paper, 1977.

Seefeldt, Vern. "Status and Cost Benefits of Physical Activity in the Promotion of Healthy Lifestyles." Unpublished paper, 1983.

Weltman, Arthur, and Stamford, Bryant. "Exercise and the Cigarette Smoker." *The Physician and Sportsmedicine*: Vol. 10 No. 12 (1982): 4.

Wilmore, Jack H. "Objectives for the Nation: Physical Fitness and Exercise." *Journal of Physical Education, Recreation and Dance* Vol. 53 No. 3 (1982): 41.

Workman, Donna Jo. "A Comparison in Selected Skills of Children Taught by the Physical Education Specialist and Those Taught by the Classroom Teacher." *Dissertation Abstracts* Vol. 25 No. 5 (1966).

State Legislative Committee Chairs

Education

ALABAMA
Sen. Mac Parsons
Chairman
Senate Education Cmte.
State Capitol
Montgomery, AL 36130
(205) 832-6011

Rep. Pete Turnham
Chairman
House Education Cmte.
State Captiol
Montgomery, AL 36130
(205) 832-6011

ALASKA
Sen. Joe Josephson
Chairman
Senate Health, Education & Social Services Cmte.
State Capitol
Pouch V
Juneau, AK 99811
(907) 465-2111

Rep. Mae Tischer
Rep. Milo Fritz
Co-Chairmen
House Health, Education & Social Services Cmte.
State Capitol
Pouch V
Juneau, AK 99811
(907) 465-2111

ARIZONA
Sen. Anne Lindeman
Chairman
Senate Education Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-3160

Rep. James Cooper
Chairman
House Education Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-4371

Rep. Jerry Everall
Chairman
House Human Resources Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5835

ARKANSAS
Sen. Clarence E. Bell
Chairman
Senate Education Cmte.
State Capitol
Little Rock, AR 72201
(501) 371-3000

Rep. G. W. Turner
Chairman
House Education Cmte.
State Capitol
Little Rock, AR 72201
(501) 371-3000

CALIFORNIA
Sen. Gary Hart
Chairman
Senate Education Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-2522

Asmblymn. Teresa Hughes
Chairman
Assembly Education Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-9431

Asmblymn. Richard E. Floyd
Chairman
Assembly Labor & Employment Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-2657

COLORADO
Sen. Al Meiklejohn
Chairman
Senate Education Cmte.
State Capitol
Denver, CO 80203
(303) 866-4866

Rep. John G. Hamlin
Chairman
House Education Cmte.
State Capitol
Denver, CO 80203
(303) 866-2345

CONNECTICUT
Sen. Steven C. Casey
Rep. Dorothy C. Goodwin
Co-Chairmen
Joint Education Cmte.
Rm. 408, State Capitol
Hartford, CT 06106
(203) 566-5406

DELAWARE
Sen. David B. McBride
Chairman
Senate Education Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

Rep. Katharine M. Jester
Chairman
House Education Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

FLORIDA
Sen. Jack D. Gordon
Chairman
Senate Education Cmte.
Rm. 38, Senate Office Bldg.
Tallahassee, FL 32301
(904) 488-7609

Rep. Eleanor Weinstock
Chairman
House Education (K-12) Cmte.
Rm. 226, House Office Bldg.
Tallahassee, FL 32301
(904) 488-7451

Rep. Walter Young
Chairman
House Higher Education Cmte.
Rm. 224, House Office Bldg.
Tallahassee, FL 32301
(904) 488-3711

GEORGIA
Sen. John C. Foster
Chairman
Senate Education Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Sen. W. W. Fincher Jr.
Chairman
Senate Higher Educaton Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Rep. Ben Barron Ross
Chairman
House Education Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Rep. Thomas B. Buck III
Chairman
House Univ. System of Georgia Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

HAWAII
Sen. Neil Abercrombie
Chairman
Senate Education Cmte.
State Capitol Bldg.
Honolulu, HI 96813
(808) 548-7513

Sen. Milton Holt
Chairman
Senate Higher Education Cmte.
State Capitol Bldg.
Honolulu, HI 96813
(808) 548-6518

Rep. Clarice Y. Hashimoto
Chairman
House Education Cmte.
State Capitol Bldg.
Honolulu, HI 96813
(808) 548-4162

Rep. David M. Hagino
House Higher Education & the Arts Cmte.
State Capitol Bldg.
Honolulu, HI 96813
(808) 548-7650

Rep. Mark J. Andrews
Chairman
House State General Planning Cmte.
State Capitol Bldg.
Honolulu, HI 96813
(808) 548-8488

IDAHO
Sen. John M. Barker
Chairman
Senate Health, Education & Welfare Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Rep. Kurt L. Johnson
Chairman
House Education Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

ILLINOIS
Sen. Arthur Berman
Chairman
Senate Elementary & Secondary Education Cmte.
State House
Springfield, IL 62706
(217) 782-3272

Sen. Richard H. Newhouse
Chairman
Senate Higher Education Cmte.
State House
Springfield, IL 62706
(217) 782-4037

Rep. Richard T. Mulcahey
Chairman
House Elementary & Secondary Education Cmte.
State House
Springfield, IL 62706
(217) 782-8796

Rep. Helen F. Satterthwaite
Chairman
House Higher Education Cmte.
State House
Springfield, IL 62706
(217) 782-8796

Rep. Douglas Huff Jr.
Chairman
House Select Cmte. on Local School District Reorganization
State House
Springfield, IL 62706
(217) 782-8796

INDIANA
Sen. John R. Sinks
Chairman
Senate Education Cmte.
State House
Indianapolis, IN 46204
(317) 269-3400

Rep. Philip T. Warner
Chairman
House Education Cmte.
State House
Indianapolis, IN 46204
(317) 269-3700

IOWA
Sen. Joe Brown
Chairman
Senate Education Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-5504

Sen. Bob Carr
Chairman
Senate Human Resources Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-5909

Rep. Richard Groth
Chairman
House Education Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-6996

Rep. Rich Running
Chairman
House Human Resources Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-4972

KANSAS
Sen. Joseph C. Harder
Chairman
Senate Education Cmte.
State House
Topeka, KS 66612
(913) 296-7391

Sen. Paul R. Hess
Chairman
Senate Ways & Means Cmte.
State House
Topeka, KS 66612
(913) 296-7382

Rep. Don Crumbaker
Chairman
House Education Cmte.
State House
Topeka, KS 66612
(913) 296-7660

Rep. William W. Bunten
Chairman
House Ways & Means Cmte.
State House
Topeka, KS 66612
(913) 296-7671

Joint Legislative Educational Planning Cmte.
c/o Secretary of the Senate
State House
Topeka, KS 66612
(913) 296-2458

KENTUCKY
Sen. Nelson Robert Allen
Chairman
Senate Education Cmte.
State Capitol
Frankfort, KY 40601
(502) 564-2500

Rep. Jody Richards
Chairman
House Education Cmte.
State Capitol
Frankfort, KY 40601
(502) 564-2500

LOUISIANA
Sen. Armand Brinkhaus
Chairman
Senate Education Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-2040

Rep. Jimmy D. Long
Chairman
House Education Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-7393

MAINE
Sen. Kenneth D. Hayes
Rep. Stephanie Locke
Co-Chairmen
Joint Education Cmte.
Rm. 437, State House
Augusta, ME 04333

MARYLAND
Sen. Laurence Levitan
Chairman
Senate Budget & Taxation Cmte.
Rm. 100, James Office Bldg.
Annapolis, MD 21401
(301) 841-3690

Sen. Rosalie Abrams
Chairman
Senate Finance Cmte.
Presidential Wing
James Office Bldg.
Annapolis, MD 21401
(301) 841-3677

Del. R. Clayton Mitchell Jr.
Chairman
House Appropriations Cmte.
Rm. 131, House Office Bldg.
Annapolis, MD 21401
(301) 841-3407

Del. Helen Koss
Chairman
House Constitutional & Administrative Law Cmte.
Rm. 141, House Office Bldg.
Annapolis, MD 21401
(301) 841-3502

Del. Tyras S. Athey
Chairman
House Ways & Means Cmte.
Rm. 111, House Office Bldg.
Annapolis, MD 21401
(301) 841-3469

MASSACHUSETTS
Sen. Gerard D'Amico
Rep. James Collins
Co-Chairmen
Joint Education Cmte.
State House
Boston, MA 02133
(617) 727-2121

MICHIGAN
Sen. David M. Serotkin
Chairman
Senate Education Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-7670

Rep. Wilfred D. Webb
Chairman
House Colleges & Universities Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-6094

Rep. William R. Keith
Chairman
House Education Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-6576

MINNESOTA
Sen. James C. Pehler
Chairman
Senate Education Cmte.
Rm. 306, State Capitol
St. Paul, MN 55155
(612) 296-4185

Sen. Douglas J. Johnson
Chairman
Senate Taxes & Tax Laws Cmte.
Rm. 205, State Capitol
St. Paul, MN 55155
(612) 296-4839

Rep. Bob McEachern
Chairman
House Education Cmte.
Rm. 175, State Office Bldg.
St. Paul, MN 55155
(612) 296-4237

Rep. Lyndon R. Carlson
Chairman
Education Division of House Appropriations Cmte.
Rm. 234, State Office Bldg.
St. Paul, MN 55155
(612) 296-4255

Rep. Ken G. Nelson
Chairman
Education Finance Division of House Education Cmte.
Rm. 175, State Office Bldg.
St. Paul, MN 55155
(612) 296-4244

Rep. John D. Tomlinson
Chairman
House Taxes Cmte.
Rm. 339, State Office Bldg.
St. Paul, MN 55155
(612) 296-4259

MISSISSIPPI
Sen. Carl J. Gordon
Chairman
Senate Education Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Sen. John Fraiser Jr.
Chairman
Senate Universities & Colleges Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Rep. Robert G. Clark Jr.
Chairman
House Education Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Rep. James C. Sumner
Chairman
House Universities & Colleges Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

MISSOURI
Sen. Nelson B. Tinnin
Chairman
Senate Education Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Gary D. Sharpe
Chairman
House Education (Elementary & Secondary) Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Wi. ie Weber
Chairman
House Education
(Higher) Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Ray Hamlett
Chairman
House License &
Related Matters Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

MONTANA

Sen. Bob Brown
Chairman
Senate Education &
Cultural Resources Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

Rep. Fritz Daily
Chairman
House Education &
Cultural Resources
Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

NEBRASKA

Sen. Tom Vickers
Chairman
Education Cmte.
Rm. 1110, State Capitol
Lincoln, NE 68509
(402) 471-2805

NEVADA

Sen. Joe Neal
Chairman
Senate Human
Resources & Facilities
Cmte.
Rm. 201D, Legislative
Bldg.
Carson City, NV 89710
(702) 885-3647

Asmblymn. Robert G.
Craddock
Chairman
Assembly Education Cmte.
Rm. 314, Legislative
Bldg.
Carson City, NV 89710
(702) 885-3581

NEW HAMPSHIRE

Sen. Vance R. Kelly
Chairman
Senate Education Cmte.
Rm. 104, Legislative
Office Bldg.
Concord, NH 03301
(603) 271-2735

Rep. William P. Boucher
Chairman
House Education Cmte.
Rm. 202, Legislative
Office Bldg.
Concord, NH 03301
(603) 271-3333, 3334

NEW JERSEY

Sen. Matthew Feldman
Chairman
Senate Education
Cmte.
State House
Trenton, NJ 08625
(609) 292-1646

Asmblymn. Mildred Barry
Garvin
Chairman
Assembly Education
Cmte.
State House
Trenton, NJ 08625
(609) 292-1646

Asmblymn. Joseph V. Doria
Jr.
Chairman
Assembly Higher
Education & Regulated
Professions Cmte.
State House
Trenton, NJ 08625
(609) 292-1646

NEW MEXICO

Sen. Timothy Z. Jennings
Chairman
Senate Education Cmte.
State Capitol
Santa Fe, NM 87503
(505) 827-4011

Rep. Samuel F. Vigil
Chairman
House Education Cmte.
State Capitol
Santa Fe, NM 87503
(505) 827-4011

NEW YORK

Sen. James H. Donovan
Chairman
Senate Education Cmte.
Rm. 708, Legislative
Bldg.
Albany, NY 12224
(518) 455-2211

Sen. Kenneth P. LaValle
Chairman
Senate Higher
Education Cmte.
Rm. 805, Legislative
Bldg.
Albany, NY 12224
(518) 455-3132

Asmblymn. Mark Alan
Siegel
Chairman
Assembly Higher
Education Cmte.
Rm. 842, Legislative
Bldg.
Albany, NY 12224
(518) 455-4794

NORTH CAROLINA

Sen. Marvin Ward
Chairman
Senate Appropriations—
Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Sen. Lura Tally
Chairman
Senate Higher
Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Sen. James D. Speed
Chairman
Senate Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. G. Malcolm Fulcher
Chairman
House Appropriations—
Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Gordon H. Greenwood
Chairman
House Appropriations
Expansion Budget on
Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Jo Graham Foster
Chairman
House Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Betty D. Thomas
Chairman
House Higher
Education Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. T. Clyde Auman
Chairman
House University
Board of Governors
Nominating Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

NORTH DAKOTA

Sen. Curtis Peterson
Chairman
Senate Education Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

Rep. Irven Jacobson
Chairman
House Education Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

OHIO

Sen. Oliver Ocasek
Chairman
Senate Education &
Retirement Cmte.
State House
Columbus, OH 43216
(614) 466-4823

Rep. Thomas C. Sawyer
Chairman
House Education Cmte.
State House
Columbus, OH 43215
(614) 466-5441

OKLAHOMA

Sen. James F. Howell
Chairman
Senate Education Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 524-0126

Rep. Jim Fried
Chairman
House Education Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 521-2711

OREGON

Sen. Clifford W. Trow
Chairman
Senate Education Cmte.
State Capitol
Salem, OR 97310
(503) 378-3131

Rep. Annette Farmer
Chairman
Senate Education Cmte.
State Capitol
Salem, OR 97310
(503) 378-3131

Rep. Dick Springer
Chairman
Senate Labor Cmte.
State Capitol
Salem, OR 97310
(503) 378-3131

PENNSYLVANIA

Sen. Ralph W. Hess
Chairman
Senate Education Cmte.
Rm. 351, Capitol Bldg.
Harrisburg, PA 17120
(717) 783-3817

Rep. James J. A. Gallagher
Chairman
House Education Cmte.
Rm. 637, Capitol Bldg.
Harrisburg, PA 17120
(717) 787-7044

Rep. Mark B. Cohen
Chairman
House Labor Relations
Cmte.
Rm. 106, South Office Bldg.
Harrisburg, PA 17120
(717) 787-4117

RHODE ISLAND

Sen. J. William Inglesby
Chairman
Senate Health, Education &
Welfare Cmte.
State House
Providence, RI 02903
(401) 277-2293

Rep. Anthony J. Carcieri
Chairman
House Health, Education &
Welfare Cmte.
State House
Providence, RI 02903
(401) 277-2356

SOUTH CAROLINA
Sen. Harry A. Chapman Jr.
Chairman
Senate Education Cmte.
State House
Columbia, SC 29211
(803) 758-3885

Rep. Eugene C. Stoddard
Chairman
House Education & Public Works Cmte.
State House
Columbia, SC 29211
(803) 758-3852

SOUTH DAKOTA
Sen. Henry Poppen
Chairman
Senate Appropriations Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Sen. Alva Scarbrough
Chairman
Senate Education Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Sen. G. Homer Harding
Chairman
Senate State Affairs Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Rep. Harold Sieh
Chairman
House Appropriations Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Rep. Donald J. Ham
Chairman
House Election Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Rep. Joseph Barnett
Chairman
House State Affairs Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

TENNESSEE
Sen. Anna Belle Clement O'Brien
Chairman
Senate Education Cmte.
State Capitol
Nashville, TN 37219
(615) 741-3011

Rep. Walter M. Work
Chairman
House Education Cmte.
State Capitol
Nashville, TN 37219
(615) 741-3011

TEXAS
Sen. Carl Parker
Chairman
Senate Education Cmte.
Rm. 129A, State Capitol
Austin, TX 78701
(512) 475-2809

Rep. Wilhelmina Delco
Chairman
House Higher Education Cmte.
State Capitol
Austin, TX 78701
(512) 475-5973

Rep. Bill Haley
Chairman
House Public Education Cmte.
State Capitol
Austin, TX 78701
(512) 475-3619

UTAH
Sen. Wayne L. Sandberg
Chairman
Senate Higher Education Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Sen. William T. Barton
Chairman
Senate Public Education Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Rep. Kim R. Burningham
Chairman
House Education Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Sen. Richard J. Carling
Rep. G. LaMont Richards
Co-Chairmen
Joint Higher Education Appropriations Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Sen. Haven J. Barlow
Rep. Lorin N. Pace
Co-Chairmen
Joint Public Education Appropriations Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

VERMONT
Sen. Richard C. Soule
Chairman
Senate Education Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

Rep. Marie Powers Condon
Chairman
House Education Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

VIRGINIA
Sen. Adelard L. Brault
Chairman
Senate Education & Health Cmte.
State Capitol
Richmond, VA 23219
(804) 786-0000

Sen. Frederick T. Gray
Chairman
Senate Rehabilitation & Social Services Cmte.
State Capitol
Richmond, VA 23219
(804) 786-0000

Del. Dorothy S. McDiarmid
Chairman
House Education Cmte.
State Capitol
Richmond, VA 23219
(804) 786-0000

Del. J. Samuel Glasscock
Chairman
House Health, Welfare & Institutions Cmte.
State Capitol
Richmond, VA 23219
(804) 786-0000

WASHINGTON
Sen. Marcus S. Gaspard
Chairman
Senate Education Cmte.
Legislative Bldg.
Olympia, WA 98504
(206) 753-7648

Rep. Shirley Galloway
Chairman
House Education Cmte.
Rm. 410, House Office Bldg.
Olympia, WA 98504
(206) 753-7872

Rep. Bill Burns
Chairman
House Higher Education Cmte.
Rm. 307, House Office Bldg.
Olympia, WA 98504
(206) 753-7944

WEST VIRGINIA
Sen. Robert K. Holliday
Chairman
Senate Education Cmte.
State Capitol
Charleston, WV 25305
(304) 348-3456

Del. Lyle Sattes
Chairman
House Education Cmte.
State Capitol
Charleston, WV 25305
(304) 348-3456

WISCONSIN
Sen. Carl W. Thompson
Chairman
Senate Health, Education, Corrections & Human Services Cmte.
Rm. 28S., State Capitol
Madison, WI 53702
(608) 266-3518

Rep. Marjorie Miller
Chairman
Assembly Higher & Vocational Education Cmte.
Rm. 105W., State Capitol
Madison, WI 53702
(608) 266-7521

Rep. Calvin Potter
Chairman
Assembly Primary & Secondary Education Cmte.
Rm. 10W., State Capitol
Madison, WI 53702
(608) 266-0656

WYOMING
Sen. John F. Turner
Chairman
Senate Education, Health & Welfare Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

Rep. Alan C. Stauffer
Chairman
House Education Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

DISTRICT OF COLUMBIA
Cncimn. Hilda H. M. Mason
Chairman
Education Cmte.
Rm. 108, District Bldg.
1350 E St., NW
Washington, DC 20004
(202) 724-8072

Appropriation

ALABAMA
Sen. Hinton Mitchem
Chairman
Senate Finance & Taxation (Education & General Fund) Cmtes.
State Capitol
Montgomery, AL 36130
(205) 832-6011

Rep. Tom C. Coburn
Chairman
House Ways & Means Cmte.
State Capitol
Montgomery, AL 36130
(205) 832-6011

ALASKA
Sen. Don Bennett
Sen. John Sackett
Co-Chairmen
Senate Finance Cmte.
State Capitol
Pouch V
Juneau, AK 99811
(907) 465-2111

Rep. Al P. Adams
Chairman
House Finance Cmte.
State Capitol
Pouch V
Juneau, AK 99811
(907) 465-2111

ARIZONA
Sen. Hal Runyan
Chairman
Senate Appropriations Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-4173

Sen. Jeffrey Hill
Chairman
Senate Finance Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5683

Sen. Greg Lunn
Chairman
Senate Government Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5911

Rep. John Wettaw
Chairman
House Appropriations Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-3300

Rep. Jane Dee Hull
Chairman
House Government Operations Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5836

Rep. James Ratliff
Chairman
House Ways & Means Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5872

Rep. John Wettaw
Sen. Hal Runyan
Co-Chairmen
Joint Legislative Budget Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-5491

Sen. Stan Turley
Rep. Frank Kelley
Co-Chairmen
Joint Legislative Tax Cmte.
State Capitol
Phoenix, AZ 85007
(602) 255-4233, 5735

ARKANSAS
Sen. Ben Allen
Chairman
Senate Revenue & Taxation Cmte.
State Capitol
Little Rock, AR 72201
(501) 371-3000

Rep. John E. Miller
Chairman
House Revenue & Taxation Cmte.
State Capitol
Little Rock, AR 72201
(501) 371-3000

Sen. Max Howell
Rep. John E. Miller
Co-Chairmen
Joint Budget Cmte.
State Capitol
Little Rock, AR 72201
(501) 371-3000

CALIFORNIA
Sen. Alfred E. Alquist
Chairman
Senate Finance Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-5202

Sen. Dan Boatwright
Chairman
Senate Revenue & Taxation Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-3808

Asmblymn. Alister McAlister
Chairman
Assembly Finance & Insurance Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-9160

Asmblymn. John Vasconcellos
Chairman
Assembly Ways & Means Cmte.
State Capitol
Sacramento, CA 95814
(916) 445-7082

COLORADO
Sen. Ruth S. Stockton
Chairman
Senate Appropriations Cmte.
State Capitol
Denver, CO 80203
(303) 866-4866

Sen. Leslie R. Fowler
Chairman
Senate Finance Cmte.
State Capitol
Denver, CO 80203
(303) 866-4866

Rep. Bob Kirscht
Chairman
House Appropriations Cmte.
State Capitol
Denver, CO 80203
(303) 866-2345

Rep. Paul D. Schauer
Chairman
House Finance Cmte.
State Capitol
Denver, CO 80203
(303) 866-2345

CONNECTICUT
Sen. Cornelius O'Leary
Rep. Janet Polinsky
Co-Chairmen
Joint Appropriations Cmte.
Rms. 308-312
State Capitol
Hartford, CT 06106
(203) 566-5237

Sen. Michael J. Skelley
Rep. Ronald Smoko
Co-Chairmen
Joint Finance, Revenue & Bonding Cmte.
Rm. 407-409A, State Capitol
Hartford, CT 06106
(203) 566-5722

DELAWARE
Sen. Harris B. McDowell
Chairman
Senate Administrative Services/Energy Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

Sen. Nancy W. Cook
Chairman
Senate Finance Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

Sen. Robert Marshall
Chairman
Senate Revenue & Taxation Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

Rep. Edward J. Bennett
Chairman
House Appropriations Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

Rep. Rodney Dixon
Chairman
House Revenue & Finance Cmte.
Legislative Hall
Dover, DE 19901
(302) 736-4000

FLORIDA
Sen. Harry D. Johnston
Chairman
Senate Appropriations Cmte.
Rm. 426, Senate Office Bldg.
Tallahassee, FL 32301
(904) 488-5636

Sen. Gwen Margolis
Chairman
Senate Finance, Taxation & Claims Cmte.
Rm. 409, Senate Office Bldg.
Tallahassee, FL 32301
(904) 488-9010

Rep. Herbert F. Morgan
Chairman
House Appropriations Cmte.
Rm. 219, State Capitol
Tallahassee, FL 32301
(904) 488-6204

Rep. Barry Kutun
Chairman
House Finance & Taxation Cmte.
Rm. 202, House Office Bldg.
Tallahassee, FL 32301
(904) 488-1601

GEORGIA
Sen. Terrell Star
Chairman
Senate Appropriations Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Sen. James L. Lester
Chairman
Senate Banking, Finance & Insurance Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Rep. Lauren McDonald
Chairman
House Appropriations Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

Rep. Marcus E. Collins
Chairman
House Ways & Means Cmte.
State Capitol
Atlanta, GA 30334
(404) 656-2000

HAWAII
Sen. Mamoru Yamasaki
Chairman
Senate Ways & Means Cmte.
State Capitol Bldg.
Honolulu, HI 98613
(808) 548-6512

Rep. Ken Kiyabu
Chairman
House Finance Cmte.
State Capitol Bldg.
Honolulu, HI 98613
(808) 548-7860

IDAHO
Sen. David Little
Chairman
Senate Finance Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Sen. Dane Watkins
Chairman
Senate Local Government & Taxation Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Rep. Kathleen W. Gurnsey
Chairman
House Appropriations Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Rep. Steve Antone
Chairman
House Revenue & Taxation Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Rep. Noy E. Brackett
Chairman
House Ways & Means Cmte.
State Capitol
Boise, ID 83720
(208) 334-2411

Rep. Kathleen W. Gurnsey
Sen. David Little
Co-Chairmen
Joint Finance—Appropriations Cmte.
Rm. 328, State Capitol
Boise, ID 83720
(208) 334-3531

ILLINOIS
Sen. Howard W. Carroll
Chairman
Senate Appropriations I Cmte.
State House
Springfield, IL 62706
(217) 782-6962

Sen. Kenneth V. Buzbee
Chairman
Senate Appropriations II Cmte.
State House
Springfield, IL 62706
(217) 782-6962

Sen. Jeremiah E. Joyce
Chairman
Senate Finance & Credit Regulations Cmte.
State House
Springfield, IL 62706
(217) 782-8806

Sen. Dawn Clark Netsch
Chairman
Senate Revenue Cmte.
State House
Springfield, IL 62706
(217) 782-8817

Rep. Ted E. Leverenz
Chairman
House Appropriations I Cmte.
State House
Springfield, IL 62706
(217) 782-8795

Rep. Woody Bowman
Chairman
House Appropriations II Cmte.
State House
Springfield, IL 62706
(217) 782-8795

Rep. Daniel M. Pierce
Chairman
House Revenue Cmte.
State House
Springfield, IL 62706
(217) 782-4497

INDIANA
Sen. Lawrence M. Borst
Chairman
Senate Finance Cmte.
State House
Indianapolis, IN 46204
(317) 269-3400

Rep. Patrick J. Kiely
Chairman
House Ways & Means Cmte.
Rm. 4A-1A, State House
Indianapolis, IN 46204
(317) 269-3581

IOWA
Sen. Arthur Small
Chairman
Senate Appropriations Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-3812

Sen. Norman Rodgers
Chairman
Senate Finance Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-3721

Sen. Al Miller
Chairman
Senate Local Government Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-6960

Sen. Tom Slater
Chairman
Senate State Government Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-5683

Sen. William Palmer
Chairman
Senate Ways & Means Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-5490

Rep. Tom Jochum
Chairman
House Appropriations Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-5039

Rep. Michael Connolly
Chairman
House Finance Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-3812

Rep. Jim O'Kane
Chairman
House Local Government Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-4947

Rep. Tom Swartz
Chairman
House State Government Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-3930

Rep. Minnette Doderer
Chairman
House Ways & Means Cmte.
State Capitol
Des Moines, IA 50319
(515) 281-3918

KANSAS
Sen. Paul Burke
Chairman
Senate Assessment & Taxation
State House
Topeka, KS 66612
(913) 296-7370

Sen. Paul R. Hess
Chairman
Senate Ways & Means Cmte.
State House
Topeka, KS 66612
(913) 296-7382

Rep. James D. Braden
Chairman
House Assessment & Taxation Cmte.
State House
Topeka, KS 66612
(913) 296-7679

Rep. William W. Bunten
Chairman
House Ways & Means Cmte.
State House
Topeka, KS 66612
(913) 296-7671

KENTUCKY
Sen. Michael S. Maloney
Chairman
Senate Appropriations & Revenue Cmte.
State Capitol
Frankfort, KY 40601
(502) 564-2500

Rep. Joe Clarke
Chairman
House Appropriations & Revenue Cmte.
State Capitol
Frankfort, KY 40601
(502) 564-2500

LOUISIANA
Sen. B. B. Rayburn
Chairman
Senate Finance Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-2040

Sen. Bryan A. Poston
Chairman
Senate Revenue & Fiscal Affairs Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-2040

Rep. Kevin P. Reilly
Chairman
House Appropriations Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-7393

Rep. John A. Alario Jr.
Chairman
House Ways & Means Cmte.
State Capitol
Baton Rouge, LA 70804
(504) 342-7393

Sen. B. B. Rayburn
Chairman
Joint Legislative Budget Cmte.
P.O. Box 44294, State Capitol
Baton Rouge, LA 70804
(504) 342-7244

MAINE
Sen. Mary Najarian
Rep. Donald V. Carter
Co-Chairmen
Joint Appropriations & Financial Affairs Cmte.
Rm. 228, State House
Augusta, ME 04333
(207) 289-3327

Sen. Frank P. Wood
Rep. H. Craig Higgins
Co-Chairmen
Joint Taxation Cmte.
Rm. 427, State House
Augusta, ME 04333
(207) 289-2928

MARYLAND
Sen. Laurence Levitan
Chairman
Senate Budget & Taxation Cmte.
Rm. 100, James Office Bldg.
Annapolis, MD 21401
(301) 841-3690

Sen. Rosalie Abrams
Chairman
Senate Finance Cmte.
Presidential Wing
James Office Bldg.
Annapolis, MD 21401
(301) 841-3677

Del. R. Clayton Mitchell Jr.
Chairman
House Appropriations Cmte.
Rm. 131, House Office Bldg.
Annapolis, MD 21401
(301) 841-3407

Del. Helen Koss
Chairman
House Constitutional & Administrative Law Cmte.
Rm. 141, House Office Bldg.
Annapolis, MD 21401
(301) 841-3502

Del. Tyras S. Athey
Chairman
House Ways & Means Cmte.
Rm. 111, House Office Bldg.
Annapolis, MD 21401
(301) 841-3469

Sen. Dennis F. Rasmussen
Chairman
Joint Budget & Audit Cmte.
Presidential Wing
James Office Bldg.
Annapolis, MD 21401
(301) 841-3710

MASSACHUSETTS
Sen. Chester G. Atkins
Chairman
Senate Ways & Means Cmte.
State House
Boston, MA 02133
(617) 722-1481

Rep. Michael C. Creedon
Chairman
House Ways & Means Cmte.
State House
Boston, MA 02133
(617) 722-2380

Sen. John W. Olver
Rep. Charles F. Flaherty Jr.
Co-Chairmen
Joint Taxation Cmte.
State House
Boston, MA 02133
(617) 722-2380

MICHIGAN
Sen. James DeSana
Chairman
Senate Appropriations & Retirement Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-7800

Sen. Gary G. Corbin
Chairman
Senate Finance Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-1636

Rep. J. Jacobetti
Chairman
House Appropriations Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-1260

Rep. H. Lynn Jondahl
Chairman
House Taxation Cmte.
State Capitol
P.O. Box 30036
Lansing, MI 48909
(517) 373-2052

MINNESOTA
Sen. Gerald L. Willet
Chairman
Senate Finance Cmte.
Rm. 121, State Capitol
St. Paul, MN 55155
(612) 296-6436

Sen. Douglas J. Johnson
Chairman
Senate Taxes & Tax Laws Cmte.
Rm. 205, State Capitol
St. Paul, MN 55155
(612) 296-6436

Rep. James I. Rice
Chairman
House Appropriations Cmte.
Rm. 246, State Office Bldg.
St. Paul, MN 55155
(612) 296-4262

Rep. John D. Tomlinson
Chairman
House Taxes Cmte.
Rm. 339, State Office Bldg.
St. Paul, MN 55155
(612) 296-4259

Rep. C. Thomas Osthoff
Chairman
Tax Laws Division of House Taxes Cmte.
Rm. 334, State Office Bldg.
St. Paul, MN 55155
(612) 296-4224

MISSISSIPPI
Sen. Glenn S. Deweese
Chairman
Senate Appropriations Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Sen. Robert L. Crook
Chairman
Senate Fees, Salaries & Administration Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Sen. Ellie Bodron
Chairman
Senate Finance Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Rep. F. Edwin Perry
Chairman
House Appropriations Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Rep. Thomas L. Brooks
Chairman
House Fees & Salaries of Public Officers
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

Rep. H. L. Merideth Jr.
Chairman
House Ways & Means Cmte.
P.O. Box 1018
Jackson, MS 39205
(601) 359-1000

MISSOURI
Sen. Edwin L. Dirck
Chairman
Senate Appropriations Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Sen. Truman E. Wilson
Chairman
Senate Budget Control Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Sen. Edwin L. Dirck
Chairman
Senate State Fiscal Affairs Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Sen. James L. Mathewson
Chairman
Senate Ways & Means Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Everett Brown
Chairman
House Appropriations—Education & Transportation Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Randall Robb
Chairman
House Appropriations—General Administration Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Carole Roper Park
Chairman
House Appropriations—Mental Health Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. James Russell
Chairman
House Appropriations—Natural & Economic Resources Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Wayne Goode
Chairman
House Appropriations—Social Services & Corrections Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Marvin Proffer
Chairman
House Budget Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-3604

Rep. Elbert Walton
Chairman
House Fiscal Affairs Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Estil Fretwell
Chairman
House Property Equalization & Classification Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

Rep. Karen McCarthy Benson
Chairman
House Revenue & Economics Cmte.
State Capitol
Jefferson City, MO 65101
(314) 751-2151

MONTANA
Sen. Matt Himsl
Chairman
Senate Finance & Claims Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

Sen. Pat M. Goodover
Chairman
Senate Taxation Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

Rep. Francis Bardanouve
Chairman
House Appropriations Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

Rep. Dan Yardley
Chairman
House Taxation Cmte.
State Capitol
Helena, MT 59620
(406) 449-2511

NEBRASKA
Sen. Jerome Warner
Chairman
Appropriations Cmte.
Rm. 1000, State Capitol
Lincoln, NE 68509
(402) 471-2731

Sen. Calvin Carsten
Chairman
Revenue Cmte.
Rm. 1522, State Capitol
Lincoln, NE 68509
(402) 471-2613

NEVADA
Sen. Floyd R. Lamb
Chairman
Senate Finance Cmte.
Rm. 233, Legislative Bldg.
Carson City, NV 89710
(702) 885-3653

Sen. James H. Bilbray
Chairman
Senate Taxation Cmte.
Rm. 205B, Legislative Bldg.
Carson City, NV 89710
(702) 885-2651

Asmblymn. Paul W. May
Chairman
Assembly Taxation Cmte.
Rm. 210D, Legislative Bldg.
Carson City, NV 89710
(702) 885-3635

Asmblymn. Roger Bremner
Chairman
Assembly Ways & Means Cmte.
Rm. 236, Legislative Bldg.
Carson City, NV 89710
(702) 885-3659

NEW HAMPSHIRE
Sen. Jean T. White
Sen. Ralph D. Hough
Co-Chairmen
Senate Finance Cmte.
Rm. 120, State House
Concord, NH 03301
(603) 271-3166

Sen. Clesson J. Blaisdell
Chairman
Senate Ways & Means Cmte.
Rm. 104, Legislative Office Bldg.
Concord, NH 03301
(603) 271-2715

Rep. William F. Kidder
Chairman
House Appropriations Cmte.
Rm. 104, State House
Concord, NH 03301
(603) 271-3165

Rep. Kenneth J. MacDonald
Chairman
House Regulated Revenues Cmte.
Rm. 308, Legislative Office Bldg.
Concord, NH 03301
(603) 271-3458, 3459

Rep. W. Douglas Scamman Jr.
Chairman
House Ways & Means Cmte.
Rm. 204, Legislative Office Bldg.
Concord, NH 03301
(603) 271-3363, 3364

Rep. William F. Kidder
Chairman
Fiscal Cmte. of the General Court
Rm. 101, State House
Concord, NH 03301
(603) 271-3431

NEW JERSEY
Sen. Laurence S. Weiss
Chairman
Senate Revenue, Finance & Appropriations Cmte.
State House
Trenton, NJ 08625
(609) 984-5247

Asmblymn. Robert C. Janiszewski
Chairman
Assembly Revenue, Finance & Appropriations Cmte.
State House
Trenton, NJ 08625
(609) 292-8870

NEW MEXICO
Sen. Alex G. Martinez
Chairman
Senate Finance Cmte.
State Capitol
Santa Fe, NM 87503
(505) 827-4011

Rep. Fred Luna
Chairman
House Appropriations & Finance Cmte.
State Capitol
Santa Fe, NM 87503
(505) 827-4011

Rep. Max Coll
Chairman
House Taxation & Revenue Cmte.
State Capitol
Santa Fe, NM 87503

NEW YORK
Sen. John J. Marchi
Chairman
Senate Finance Cmte.
Rm. 913, Legislative Bldg.
Albany, NY 12224
(518) 455-3215

Sen. Roy M. Goodman
Chairman
Senate Investigations & Taxation Cmte.
Rm. 310, Legislative Bldg.
Albany, NY 12224
(518) 455-3411

Asmblymn. Arthur J. Kremer
Chairman
Assembly Ways & Means Cmte.
Rm. 923, Legislative Bldg.
Albany, NY 12224
(518) 455-3851

NORTH CAROLINA
Sen. Harold W. Hardison
Chairman
Senate Appropriations Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Sen. Elton Edwards
Sen. Robert B. Jordan III
Co-Chairmen
Senate Base Budget Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Sen. Conrad R. Duncan Jr.
Sen. Marshall A. Rauch
Co-Chairmen
Senate Finance Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Sen. J. J. Harrington
Sen. R. P. Thomas
Co-Chairmen
Senate Ways & Means Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Allen Adams
Chairman
House Appropriations—Base Budget Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. William T. Watkins
Chairman
House Appropriations—Expansion Budget Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Gerald L. Anderson
Chairman
House Economy Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

Rep. Dwight W. Quinn
Chairman
House Finance Cmte.
State Legislative Bldg.
Raleigh, NC 27611
(919) 733-1110

NORTH DAKOTA
Sen. Evan Lips
Chairman
Senate Appropriations Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

Sen. C. W. Goodman
Chairman
Senate Finance & Taxation Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

Rep. Charles Mertens
Chairman
House Appropriations Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

Rep. George Sinner
Chairman
House Finance & Taxation Cmte.
State Capitol
Bismarck, ND 58505
(701) 224-2000

OHIO
Sen. William F. Bowen
Chairman
Senate Finance Cmte.
State House
Columbus, OH 43216
(614) 466-5980

Sen. Marcus A. Roberto
Chairman
Senate Ways & Means Cmte.
State House
Columbus, OH 43216
(614) 466-7041

Rep. William Hinig
Chairman
House Finance & Appropriations Cmte.
State House
Columbus, OH 43215
(614) 466-5476

Rep. Dean Conley
Chairman
House Ways & Means Cmte.
State House
Columbus, OH 43215
(614) 466-1417

OKLAHOMA
Sen. Rodger A. Randle
Chairman
Senate Appropriations Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 524-0126

Sen. Mike Combs
Chairman
Senate Finance Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 524-0126

Rep. Cleta Deatherage
Chairman
House Appropriations & Budget Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 521-2711

Rep. William P. Willis
Chairman
House Revenue & Taxation Cmte.
State Capitol
Oklahoma City, OK 73105
(405) 521-2711

OREGON
Sen. Charles Hanlon
Chairman
Senate Revenue Cmte.
State Capitol
Salem, OR 97310
(503) 378-8700

Rep. Tom Throop
Chairman
House Revenue Cmte.
State Capitol
Salem, OR 97310
(503) 378-3131

PENNSYLVANIA
Sen. Richard A. Tilghman
Chairman
Senate Appropriations Cmte.
Rm. 281, Capitol Bldg.
Harrisburg, PA 17120
(717) 787-1456

Sen. Edward L. Howard
Chairman
Senate Finance Cmte.
Rm. 366, Capitol Bldg.
Harrisburg, PA 17120
(717) 787-7305

Rep. Max Pievsky
Chairman
House Appropriations Cmte.
Rm. 512-E-9, Capitol Bldg.
Harrisburg, PA 17120
(717) 783-1540

Rep. Fred A. Trello
Chairman
House Finance Cmte.
Rm. 612, Capitol Bldg.
Harrisburg, PA 17120
(717) 783-3780

RHODE ISLAND
Sen. Robert J. McKenna
Chairman
Senate Finance Cmte.
State House
Providence, RI 02903
(401) 277-2480

Rep. Robert S. Tucker
Chairman
House Finance Cmte.
State House
Providence, RI 02903
(401) 277-2738

Rep. William L. Drapeau
Chairman
Joint Accounts & Claims Cmte.
State House
Providence, RI 02903
(401) 277-2672

SOUTH CAROLINA
Sen. Rembert C. Dennis
Chairman
Senate Finance Cmte.
State House
Columbia, SC 29211
(803) 758-8136

Rep. Tom G. Mangum
Chairman
House Ways & Means Cmte.
State House
Columbia, SC 29211
(803) 758-8900

SOUTH DAKOTA
Sen. Henry Poppen
Chairman
Senate Appropriations Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Sen. Donald Frankenfeld
Chairman
Senate Taxation Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Rep. Harold Sieh
Chairman
House Appropriations Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

Rep. Walter Miller
Chairman
House Taxation Cmte.
State Capitol
Pierre, SD 57501
(605) 773-3011

TENNESSEE
Sen. Douglas Henry Jr.
Chairman
Senate Finance, Ways & Means Cmte.
State Capitol
Nashville, TN 37219
(615) 741-3011

Rep. John T. Bragg
Chairman
House Finance, Ways & Means Cmte.
State Capitol
Nashville, TN 37219
(615) 741-3011

TEXAS
Sen. Grant Jones
Chairman
Senate Finance Cmte.
Rm. 128C, State Capitol
Austin, TX 78701
(512) 475-3733

Rep. Bill Presnal
Chairman
House Appropriations Cmte.
State Capitol
Austin, TX 78701
(512) 475-5654

Rep. Stan Schlueter
Chairman
House Ways & Means Cmte.
State Capitol
Austin, TX 78701
(512) 475-5641

UTAH
Sen. Charles W. Bullen
Chairman
Senate Revenue & Taxation Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Rep. C. Hardy Redd
Chairman
House Revenue & Taxation Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

Sen. Warren E. Pugh
Rep. Franklin W. Knowlton
Co-Chairmen
Joint Executive Appropriations Cmte.
State Capitol
Salt Lake City, UT 84114
(801) 533-4000

VERMONT
Sen. Robert T. Gannett
Chairman
Senate Appropriations Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

Sen. Arthur Gibb
Chairman
Senate Finance Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

Rep. Norman E. Wright
Chairman
House Appropriations Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

Rep. Peter Giuliani
Chairman
House Ways & Means Cmte.
State House
Montpelier, VT 05602
(802) 828-1110

VIRGINIA
Sen. Edward E. Willey
Chairman
Senate Finance Cmte.
State Capitol
Richmond, VA 23219
(804) 786-7733

Del. Richard M. Bagley
Chairman
House Appropriations Cmte.
9th Floor, General Assembly Bldg.
Richmond, VA 23219
(804) 786-6600

Del. Theodore V. Morrison Jr.
Chairman
House Finance Cmte.
State Capitol
Richmond, VA 23219
(804) 786-7301

WASHINGTON
Sen. James A. McDermott
Chairman
Senate Ways & Means Cmte.
Legislative Bldg.
Olympia, WA 98504
(206) 753-7628

Rep. Dan Grimm
Chairman
House Ways & Means Cmte.
Rm. 415, House Office Bldg.
Olympia, WA 98504
(206) 753-7968

WEST VIRGINIA
Sen. Robert R. Nelson
Chairman
Senate Finance Cmte.
State Capitol
Charleston, WV 25305
(304) 348-3456

Rep. Charles M. Polan Jr.
Chairman
House Finance Cmte.
State Capitol
Charleston, WV 25305
(304) 348-3456

WISCONSIN
Rep. Lloyd H. Kincaid
Chairman
Assembly Revenue Cmte.
Rm. 14N., State Capitol
Madison, WI 53702
(608) 266-3780

Sen. Fred A. Risser
Rep. John Robinson
Co-Chairmen
Joint Survey Cmte. on Debt Management
State Capitol
Madison, WI 53702
(608) 266-2211

Sen. Gerald A. Kleczka
Rep. Mary Lou Munts
Co-Chairmen
Joint Cmte. on Finance
State Capitol
Madison, WI 53702
(608) 266-2211

Sen. Marvine Roshell
Rep. Steven Brist
Co-Chairmen
Joint Survey Cmte. on Tax Exemptions
State Capitol
Madison, WI 53702
(608) 266-2211

WYOMING
Sen. Tom Stroock
Chairman
Senate Appropriations Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

Sen. Robert W. Frisby
Chairman
Senate Revenue Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

Rep. Tom Jones
Chairman
House Appropriations Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

Rep. Ron Micheli
Chairman
House Revenue Cmte.
State Capitol
Cheyenne, WY 82002
(307) 777-7011

DISTRICT OF COLUMBIA
Cnclmn. John A. Wilson
Chairman
Finance & Revenue Cmte.
Rm. 121, District Bldg.
1350 E St., NW
Washington, DC 20004
(202) 724-8084

From: *State Legislative Leadership, Committees and Staff 1983-1984.* Available from The Council of State Governments, Iron Works Pike, PO Box 11910, Lexington, KY 40578. Price: $15.00. Used by permission.

States Resource Directory

This Resource Directory contains information about the executive branches of state governments pertaining to physical education. Included are names and addresses of the Governors, Superintendents of Education, and State Directors of Health, Physical Education and Recreation. All information is current as of April. 1983.

REGION I
Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

REGION II
New Jersey
New York

REGION III
Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

REGION IV
Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

REGION V
Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

REGION VI
Arkansas
Louisiana
New Mexico
Oklahoma
Texas

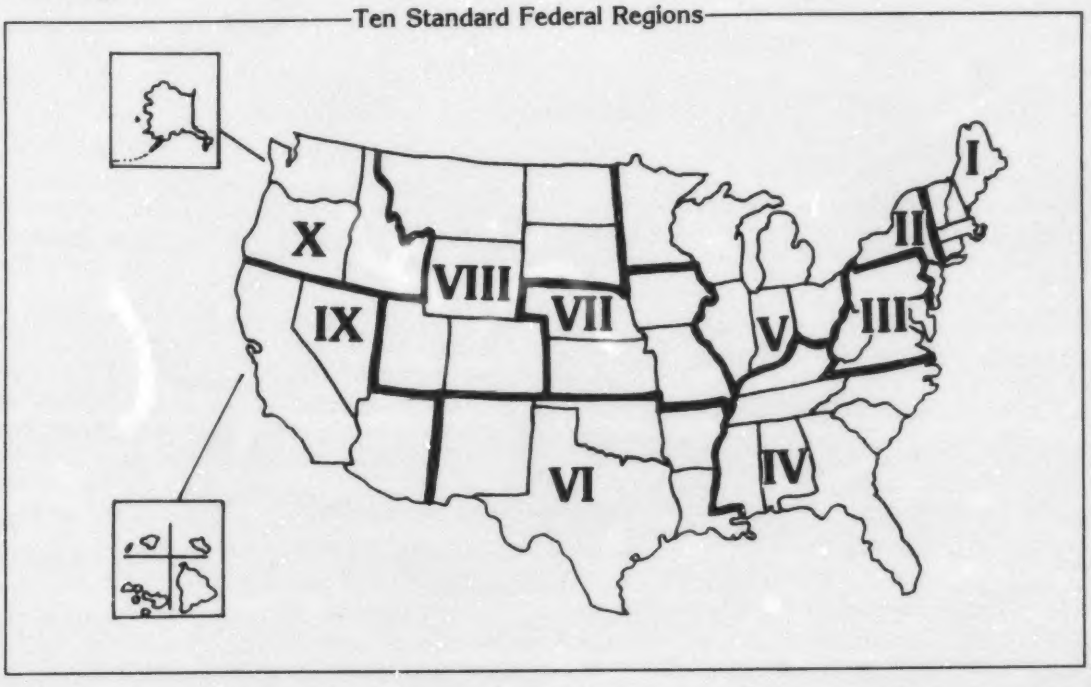
REGION VII
Iowa
Kansas
Missouri
Nebraska

REGION VIII
Colorado
Montana
North Dakota
South Dakota
Utah
Wyoming

REGION IX
Arizona
California
Hawaii
Nevada

REGION X
Alaska
Idaho
Oregon
Washington

Ten Standard Federal Regions



Region I

Governor	Superintendent of Education	State Director of Health, Physical Education and Recreation
Connecticut William A. O'Neill State Capitol Hartford CT 06115	Joseph R. Galotti Acting Commissioner of Education State Department of Education P.O. Box 2219 Hartford CT 06115 (203) 566-5371	Roberta Howells Director of Health, Physical Education and Recreation State Department of Education P.O. Box 2219 Hartford CT 06115 (203) 566-3873
Maine Joseph E. Brennan State House Augusta, ME 04330	Harold Raynolds, Jr. Commissioner Department of Educational and Cultural Services Augusta ME 04333 (207) 289-2321	Wallace LaFountain Curriculum Consultant State Department of Educational and Cultural Services Augusta ME 04333 (207) 289-2541
Massachusetts Michael S. Dukakis State House Boston MA 02133	John H. Lawson Commissioner of Education State Department of Education Quincy Center Plaza 1385 Hancock Street Quincy MA 02169 (617) 770-7300	Cheryl C. Haug Educational Specialist Department of Education 31 Saint James Avenue Boston MA 02116 (617) 727-5757
New Hampshire John H. Sununu State House Concord NH 03301	Robert L. Brunelle Commissioner of Education State Department of Education 410 State House Annex Concord NH 03301 (603) 271-3144	Ruth Ann Fairfield Consultant, Health and Physical Education Department of Education Division of Instrumentation 64 N. Main Street Concord NH 03301 (603) 271-2309
Rhode Island J. Joseph Garrahy State House Providence RI 02903	Arthur R. Pontarelli Commissioner of Education Department of Education Providence, RI 02980 (401) 227-2031	Orlando O. Savastano Director, Physical Education, Recreation and Health Cranston Public Schools Cranston RI 02910 (401) 785-0400
Vermont Richard A. Snelling State House Montpelier VT 05602	Stephen S. Kaagan Commissioner of Education Department of Education State Street Montpelier VT 05602 (802) 828-3135	Alice Aldrich Director, Health, Safety and Physical Education State Department of Education State Office Building Montpelier VT 05602

Region II

Governor	Superintendent of Education	State Director of Health, Physical Education and Recreation
New Jersey		
Thomas H. Kean State House Trenton NJ 08625	Saul Cooperman Commissioner of Education Department of Education 225 West State Street Trenton NJ 08625 (609) 292-4450	William Burcat Supervisor, Health and Drug Education State Department of Education Office of Special Education 225 West State Street Trenton NJ 08625 (609) 445-7108
New York		
Mario M. Cuomo State Capitol Albany NY 12224	Gordon M. Ambach Commissioner of Education State Education Department Albany NY 12234 (518) 474-5844	Michael Willie Director, Physical Education and Recreation State Department of Education Albany NY 12234 (518) 474-3796

Region III

Governor	Superintendent of Education	State Director of Health and Physical Education
Delaware		
Pierre S. DuPont IV Legislative Hall Dover DE 19901	William B. Keene Superintendent of Public Instruction State Department of Public Instruction Townsend Building Dover DE 19901 (302) 736-4601	Frank P. Jelich Supervisor, Physical Education, Safety and Driver's Education State Department of Public Instruction Townsend Building Dover DE 19901 (302) 736-4885
District of Columbia		
Marion Barry (Mayor) District Building 14th Street and Pennsylvania Avenue NW Washington DC 20004	Floretta McKenzie Superintendent of Public Schools D.C. Public Schools 415 Twelfth Street NW Washington DC 20004 (202) 724-4222	Vinna Freeman Director, Health and Physical Education D.C. Public Schools 5th and K Streets NE Washington DC 20011 (202) 724-4926

Maryland

Harry Hughes
State House
Annapolis MD 21404

David W. Hornbeck
State Superintendent of Schools
State Department of Education
200 W. Baltimore Street
Baltimore MD 21201
(301) 659-2200

Betty Reid
Physical Education Specialist
State Department of Education
200 W. Baltimore Street
Baltimore MD 21201
(301) 659-2325

Pennsylvania

Dick Thornburgh
Main Capitol
Harrisburg PA 17120

Robert C. Wilburn
Secretary of Education
State Department of Education
333 Market Street, 10th Floor
Harrisburg PA 17126
(717) 787-5820

Joseph R. Carr
Advisor, Health and Physical Education
Department of Education
333 Market Street, Box 911
Harrisburg PA 17108
(717) 787-6749

Virginia

Charles S. Robb
State Capitol
Richmond VA 23219

S. John Davis
Superintendent, Public Instruction
Department of Education
P.O. Box 6Q
Richmond VA 23216
(804) 225-2023

Harold D. Lakey
Supervisor, Health and Physical Education
Box 6-Q
Richmond VA 23216
(804) 225-2866

West Virginia

John D. Rockefeller IV
State Capitol
Charleston WV 25305

Roy Truby
State Superintendent of Schools
Department of Education
1900 Washington Street
Building B, Room 358
Charleston WV 25305
(304) 348-3644

Alan Cononico
Supervisor, Health and Physical Education
Department of Education
Capitol Building 6, Room B-330
Charleston WV 25305
(304) 384-7818

Region IV

Governor	Superintendent of Education	State Director of Health and Physical Education

Alabama

George C. Wallace
State Capitol
Montgomery AL 36130

Wayne Teague
Superintendent of Education
State Department of Education
Montgomery AL 36130
(205) 832-3316

Ghary M. Akers
Director, Health and Physical Education
State Department of Education
111 Coliseum Boulevard
Montgomery AL 36193
(205) 832-5850

Florida

Bob Graham
State Capitol
Tallahassee FL 32301

Ralph D. Turlington
Commissioner of Education
Department of Education
Capitol Building, Room PL 116
Tallahassee FL 32301
(904) 487-1785

James L. Crosler
Supervisor, Health and Physical Education
412 Winchester Building
Department of Education
Tallahassee FL 32301
(904) 487-1020

Georgia

Joe Frank Harris
State Capitol
Atlanta GA 30334

Charles McDaniel
Superintendent of Schools
State Department of Education
State Office Building
Atlanta GA 30334
(404) 656-2800

Jack S. Short
Coordinator, Health, Physical Education, Recreation and Dance
Department of Education
State Office Building
Atlanta GA 30334
(404) 656-2685

Kentucky

John Y. Brown
State Capitol
Frankfort KY 40601

Raymond H. Barber
Superintendent of Public Instruction
Department of Education
Capitol Plaza Tower
Frankfort KY 40324
(502) 564-4770

William Wilson
Supervisor, Health and Physical Education
Capitol Plaza Tower
Frankfort KY 40324
(502) 564-3839

Mississippi

William F. Winter
New Capitol
Jackson MS 39205

Charles E. Holladay
Superintendent of Education
State Department of Education
P.O. Box 771
Jackson MS 39205
(601) 359-3513

Kermit R. Davis
Consultant, Health, Physical Education and Recreation
Department of Education
Box 771
Jackson MS 39205
(601) 359-1000

North Carolina

James B. Hunt, Jr.
State Legislative Building
Raleigh NC 27611

A. Craig Phillips
Superintendent of Public Instuction
Department of Public Instruction
Education Building, Room 318
Edenton and Salisbury Street
Raleigh NC 27611
(919) 733-3813

Al Proctor
Director, Division of Health and Physical Education
Department of Public Instruction
Education Building
Raleigh NC 27611
(919) 733-3906

South Carolina

Richard W. Riley
State House
Columbia SC 29211

Charlie G. Williams
Superintendent of Education
Department of Education
Rutledge Building
Columbia SC 29201

Dan Young
Consultant, Physical Education
Department of Education
Rutledge Building
Columbia SC 29201

Tennessee

Lamar Alexander
State Capitol
Nashville TN 37219

Robert L. McElrath
Commissioner of Education
State Department of Education
100 Cordell Hull Building
Nashville TN 37219
(615) 741-2731

James M. Gumm
Director, Health and Physical Education
Department of Education
111 Cordell Hull Building
Nashville TN 37219
(615) 741-7856

Region V

Governor	Superintendent of Education	State Director of Health and Physical Education
Illinois		
James R. Thompson State House Springfield IL 62706	Donald G. Gill Superintendent of Education State Board of Education 100 N. First Street Springfield IL 62777 (217) 782-2221	Glena Kilgore Educational Consultant State Board of Education 100 N. First Street Springfield IL 62777 (217) 782-2826
Indiana		
Robert D. Orr State House Indianapolis IN 46204	Harold N. Negley Superintendent of Public Instruction State Department of Public Instruction State House, Room 229 Indianapolis IN 46204 (317) 232-6612	Catherine Nordholm Consultant, Health and Physical Education State Board of Health 1330 W. Michigan Street Indianapolis IN 46206 (317) 633-0293
Michigan		
James J. Blanchard State Capitol Lansing MI 48909	Phillip E. Runkel Superintendent of Public Education State Department of Education P.O. Box 30008 Lansing MI 48909 (517) 373-3354	Wanda H. Jubb Health Education Specialist Department of Education P.O. Box 30008 Lansing MI 48909 (517) 373-1484
Minnesota		
Rudy Perpich State Capitol St. Paul MN 55155	John J. Feda Commissioner of Education State Department of Education 550 Cedar Street St. Paul MN 55101 (612) 296-2358	Dr. Carl Knutson Supervisor, Health, Physical Education and Safety State Department of Education 550 Cedar Street St. Paul MN 55101 (612) 296-4059

Ohio

Governor	Superintendent of Education	State Director of Health and Physical Education
Richard F. Celeste State House Columbus OH 43216	Franklin B. Walter Superintendent of Public Instruction State Department of Education 65 South Front Street, Room 808 Columbus OH 43215 (614) 466-3304	Robert L. Holland Chief, Health and Human Affairs Section State Department of Education 65 South Front Street Columbus OH 43215 (604) 466-2407

Wisconsin

Anthony S. Earl State Capitol Madison WI 53702	Herbert J. Grover Superintendent of Public Instruction State Department of Public Instruction 125 S. Webster Street Madison WI 53707 (608) 266-1771	Gordon O. Jensen Supervisor, Physical Education Department of Public Instruction 125 S. Webster Street Madison WI 53702 (608) 263-3615

Region VI

Governor	Superintendent of Education	State Director of Health and Physical Education

Arkansas

Bill Clinton State Capitol Little Rock AR 72201	Don R. Roberts Director, Department of Education Little Rock AR 72201 (501) 371-1464	James Boardman Specialist, Physical Education Department of Education Little Rock AR 72207 (501) 255-5567

Louisiana

David C. Treen State Capitol Baton Rouge LA 70804	J. Kelly Nix Superintendent of Education Department of Education P.O. Box 44064 Baton Rouge LA 70804 (504) 342-3602	Mike Glisson Supervisor, Health, Physical Education and Recreation State Department of Physical Education P.O. Box 44064 Baton Rouge LA 70804 (1-800) 272-9872

New Mexico

Toney Anaya State Capitol Santa Fe NM 87503	Leonard J. DeLayo Superintendent of Public Instruction Department of Education 300 Don Gaspar Santa Fe NM 87503 (505) 827-6635	Margaret Rutz Director, Comprehensive Health Education and Physical Education Department of Education Educational Building Capitol Complex Santa Fe NM 87503 (505) 827-5391

Oklahoma

George Nigh
State Capitol
Oklahoma City OK 73105

Leslie R. Fisher
Superintendent of Public Instruction
Department of Education
2500 N. Lincoln Boulevard
Oklahoma City OK 73105
(405) 521-3301

Harvey Tedford
Administrator, Comprehensive Health
Department of Education
2500 N. Lincoln Boulevard
Oklahoma City OK 73105
(405) 521-3361

Texas

Mark White
State Capitol
Austin TX 78701

Raymon L. Bynum
Commissioner of Education
Texas Education Agency
201 East 11th Street
Austin TX 78701
(512) 741-2371

Glen Peavy
Director, Health and Physical Education
Texas Education Agency
201 East 11th Street
Austin TX 78701
(512) 465-3653

Region VII

Governor	Superintendent of Education	State Director of Health and Physical Education
Iowa		
Terry E. Branstad State Capitol Des Moines IA 50319	Robert D. Benton Superintendent of Public Instruction Department of Public Instruction Grimes Building Des Moines IA 50319 (515) 281-5294	Paul L. Kabarec Consultant, Health, Physical Education and Recreation Department of Public Instruction Grimes Building Des Moines IA 50319 (515) 281-4807
Kansas		
John Carlin State House Topeka KS 66612	Merle R. Bolton Commissioner of Education State Department of Education 120 E. 10th Street Topeka KS 66612 (913) 296-3201	Gerald Christenson Education Program Specialist, Driver's Education, Health and Physical Education Department of Education 120 E. 10th Street Topeka KS 66612 (913) 296-3926
Missouri		
Christopher S. Bond State Capitol Jefferson City MO 65101	Arthur L. Mallory Commissioner of Education Department of Elementary and Secondary Education P.O. Box 480 Jefferson City MO 65102 (314) 751-4446	Robert M. Taylor Director, Health, Physical Education and Safety Department of Education P.O. Box 480 Jefferson City MO 65102 (314) 751-2625

Nebraska

Governor	Superintendent of Education	State Director of Health and Physical Education
Robert Kerrey State Capitol Lincoln NE 68509	Joseph E. Jutjeharms Commissioner of Education Department of Education 301 Centennial Mall South Box 94987 Lincoln NE 68509 (402) 471-2465	JoAnne L. Owens-Nauslar State Director, Health and Physical Education Department of Education 301 Centennial Mall South Box 94987 Lincoln NE 68509 (402) 471-2446

Region VIII

Colorado

Richard D. Lamm State Capitol Denver CO 80203	Calvin M. Frazier Commissioner of Education Department of Education 201 E. Colfax, #523 State Office Building Denver CO 80203 (303) 866-2213	Calvin E. Anderson Director, Improved Learning Unit Department of Education 201 E. Colfax, #523 State Office Building Denver CO 80203 (303) 892-2244

Montana

Ted Schwinden State Capitol Helena MT 59620	Ed Argenbright Superintendent of Public Instruction State Office of Public Instruction State Capitol Helena MT 59601 (406) 449-3654	David Oberly Supervisor of Elementary and Physical Education 101 10th Street West Billings MT 59102 (406) 248-7421

North Dakota

Allen I. Olson State Capitol Bismark ND 58505	Joseph C. Crawford Superintendent of Public Instruction Department of Public Instruction State Capitol Building Bismark ND 58505-0164 (701) 224-2261	Norman E. Leafe Director, Health, Safety and Physical Education Department of Public Instruction State Capitol Building Bismark ND 58501 (701) 224-2271

South Dakota

William J. Janklow State Capitol Pierre SD 57501	James O. Hansen State Superintendent Department of Education and Cultural Affairs Division of Elementary and Secondary Education State Capitol Pierre SD 57501 (605) 773-3242	Jim Hacik Health Education Consultant Division of Elementary and Secondary Education Department of Education State Capitol Pierre SD 57501 (605) 773-3242

Utah

Governor	Superintendent of Education	State Director of Health and Physical Education
Scott M. Matheson State Capitol Salt Lake City UT 84114	G. Leland Bumingham Superintendent of Public Instruction State Office of Education 250 E. Fifth South Salt Lake City UT 84111 (801) 533-5431	Robert L. Leake Senior Specialist for Health, Physical Education and Recreation State Board of Education 250 E. Fifth South Salt Lake City UT 84111 (801) 533-5572

Wyoming

Ed Herschler State Capitol Cheyenne WY 82002	Lynn O. Simons State Superintendent of Public Instruction Department of Education Hathaway Building Cheyenne WY 82002 (307) 777-7673	Walter P. Ricketts Coordinator, Health, Physical Education, Recreation and Dance Department of Education Hathaway Building Cheyenne WY 82002 (307) 777-6241

Region IX

Governor	Superintendent of Education	State Director of Health and Physical Education

Arizona

Bruce Babbitt State Capitol Phoenix AZ 85007	Carolyn Warner Superintendent of Public Instruction State Department of Education 1535 Jefferson Street Phoenix AZ 85007 (602) 225-5567	Richard K. Meszar Director of Driver and Safety Education 1535 Jefferson Street Phoenix AZ 85007 (602) 255-5567

California

George Deukmejian State Capitol Sacramento CA 95814	Bill Honig Superintendent of Public Instruction Department of Education 721 Capitol Mall Sacramento CA 85814 (916) 322-2737	John J. Klumb Director, Physical Education and Athletics Department of Education 721 Capitol Mall Sacramento CA 85814 (916) 322-2737

Hawaii

George R. Ariyoshi State Capitol Honolulu HI 96813	Donnis H. Thompson Superintendent of Education P.O. Box 2360 Honolulu HI 96804 (808) 584-6405	Tom Kiyosaki Executive Secretary, Hawaii Athletic Association 1270 Queen Emma Street, Room 1102 Honolulu HI 96813 (808) 584-3870

Nevada

Richard H. Bryan
Legislative Building
Carson City NV 89710

Ted Sanders
Superintendent of Public Instruction
Department of Education
Carson City NV 89701
(702) 885-3100

Georgia Hastings
Consultant, Elementary Education
Department of Education
Carson City NV 89701
(702) 885-5700

Region X

Governor	Superintendent of Education	State Director of Health and Physical Education
Alaska		
Bill Sheffield State Capitol Juneau AK 99811	Marshall L. Lind Commissioner of Education State Department of Education Alaska Office Building Juneau AK 99811 (907) 465-2800	Robert P. Isaac Supervisor, Health and Physical Education Department of Education Alaska Office Building Juneau AK 99811 (907) 586-5263
Idaho		
John V. Evans State Capitol Boise ID 83720	Jerry L. Evans Superintendent of Public Instruction Department of Education 650 W. State Street Boise ID 83720 (208) 384-3300	A. D. Luke Chief, Instructional Improvements Department of Education 650 W. State Street Boise ID 83720 (208) 384-3300
Oregon		
Victor G. Atiyeh State Capitol Salem OR 97310	Verne A. Duncan Superintendent of Public Instruction Department of Education 700 Pringle Parkway S.E. Salem OR 97310 (503) 378-3573	Vicki Coffey Specialist, Physical Education and Athletics Department of Education 700 Pringle Parkway S.E. Salem OR 97310 (503) 378-3737
Washington		
John Spellman Legislative Building Olympia WA 98504	Frank B. Brouillet Superintendent of Public Instruction Department of Public Instruction 7510 Armstrong Road SW Turnwater WA 98504 (206) 753-6717	Daniel Ludewick Supervisor, Physical Education and Recreation Department of Public Instruction 7510 Armstrong Road SW Turnwater WA 98504 (206) 328-0323

Community Resources

CIVIC GROUPS
- Adult education
- Agricultural Extension Service
- American Association of Retired Persons
- American Legion
- American Medical Association Chapter
- Boy Scouts
- Business and Professional Women's Association
- Camp Fire Girls
- Civitans
- Colleges, Universities and Community Colleges
- Common Cause
- Democratic Committee
- Elks
- Faculty Organizations
- Girl Scouts
- Health Department
- Heart Association
- Home Owners Association, Community Associations
- Hospitals
- Jaycees and Jaycettes
- Kiwanis
- League of Women Voters
- Lions
- Lung Association
- Masonic Lodge
- Mental Health and Retardation Clinics
- Moose Lodge
- National Organization of Women
- Odd Fellows
- Offices on Aging
- Optimist Clubs
- Police and Firement Organizations
- Red Cross
- Republican Committee
- Rotary Clubs International
- United Way
- Veterans of Foreign Wars
- Voluntary Action Center
- Welfare Department
- YMCA, YWCA

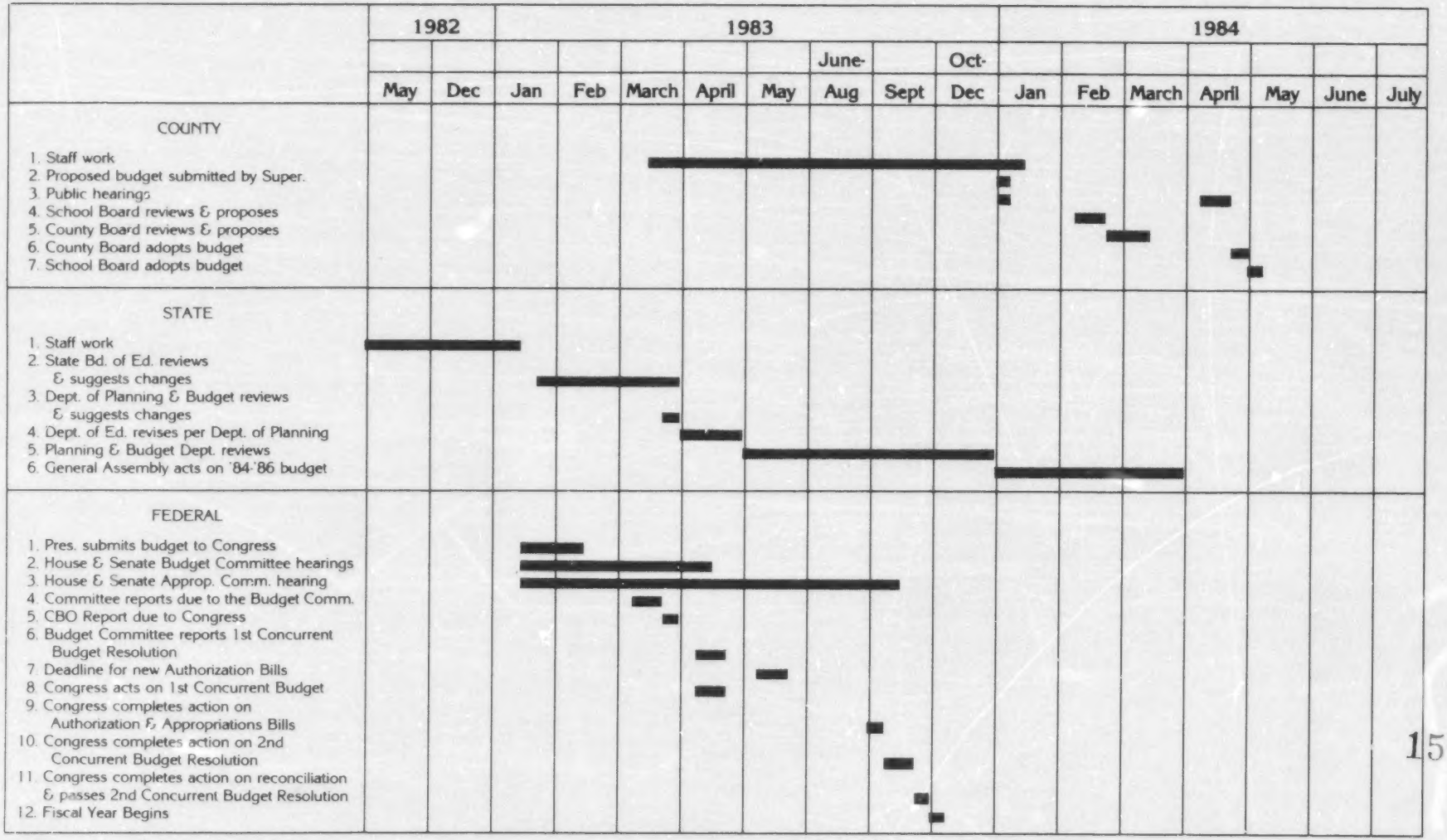
MINISTERIAL ASSOCIATIONS
- B'nai Brith
- Knights of Columbus

PHYSICAL EDUCATION RELATED ORGANIZATIONS
- Band
- Booster's Clubs
- Cheerleader Organizations
- Governor's Council for Physical Fitness
- Industry Softball and Bowling Leagues
- Kappa Delta
- Local Sporting Goods Dealers
- Special Olympics
- State and County Park and Recreation Societies
- Youth Leagues

TEACHER/SCHOOL RELATED ORGANIZATIONS (LOCAL CHAPTERS)
- American Association of School Administrators
- American Association of University Professors
- American Association of University Women
- American Federation of Teachers
- Association of Elementary School Principals
- Association of Secondary School Principals
- Parents and Teachers Association
- Parents and Teachers Organization

BUSINESS ORGANIZATIONS
- Banks
- Chamber of Commerce
- Credit Unions
- Insurance Companies
- Local Industries and Small Businesses
- Local Labor Unions
- Radio and Television Stations, Newspapers
- Savings and Loans
- Tourist Bureau

Intergovernmental Budget Timeline



Bibliography

AAHPER Public Affairs Agency. *Public Affairs Manual.* Washington, DC: American Alliance for Health, Physical Education and Recreation, 1973.

_____. *Public Affairs Manual.* Washington, DC: American Alliance for Health, Physical Education and Recreation, 1976.

AAHPER Southern District. *Public Affairs Legislative Manual.* American Alliance for Health, Physical Education and Recreation, 1978.

Adrian, Charles R. *State and Local Governments.* New York: McGraw-Hill, Inc., 1972.

Alderson, George, and Everett Sentman. *How You Can Influence Congress.* New York: E.P. Dutton, 1979.

Beran, Jan. *"Legislative Fitness Day."* Journal of Physical Education Recreation and Dance Vol. 54 No. 7 (1983): 38-41, 44.

Council of State Governments. *State Elective Officials and the Legislature, 1983-84.* Lexington: The Council of State Governments, 1983.

_____. *State Legislative Leadership, Committees and Staff, 1983-84.* Lexington: The Council of State Governments, 1983.

_____. *The Book of the States, 1980-81.* Lexington: The Council of State Governments, 1980.

_____. *The Book of the States, 1982-83.* Lexington: The Council of State Governments, 1982.

Greif, Joseph. *Managing Membership Societies.* Washington, DC: Foundation of the American Society of Association Executives, 1979.

Hellebust, Lynn, *How to Lobby Your State Legislature, A Citizen's Guide.* Topeka: Government Research Service, 1982.

Jennings, George W. *Virginia's Government.* Richmond: Virginia State Chamber of Commerce, 1980.

League of Women Voters. *Anatomy of a Hearing.* Washington, DC: League of Women Voters, 1972.

_____. *Breaking into Broadcasting.* Washington, DC: League of Women Voters, 1972.

_____. *Getting into Print.* Pub. No. 484, Washington, DC: League of Women Voters.

_____. *Making an Issue of It: The Campaign Handbook.* Washington, DC: League of Women Voters, 1976.

_____. *Tell It To Washington.* Washington, DC: League of Women Voters, 1981.

Naisbitt, John. *Megatrends.* New York: Warner Books, 1982.

National Commission on Excellence in Education. *A Nation at Risk.* Washington, DC: U.S. Department of Education, 1983.

Osness, Wayne. "Alliance President Responds to Commission." *Journal of Physical Education, Recreation and Dance* Vol. 54 No. 6 (1983): 15.

Palmer, Kenneth T. *State Politics in the United States.* 2nd ed. New York: Saint Martin's Press, 1977.

Seiter, Margaret. "American Alliance Lobbying Activities, Legal Requirements," American Alliance for Health, Physical Education, Recreation and Dance, September 9, 1981. Internal memorandum.

_____. "Congressional Influence." American Alliance for Health, Physical Education, Recreation and Dance, September 1, 1981. Legislative Report #5, internal memorandum.

_____ _____. "Making Public Policy *Work* For Physical Education." *Journal of Physical Education, Recreation and Dance* Vol. 54 No. 7 (1983): 49-51.

_____. "School Funding Affected by States' Solvency Struggle." *Update,* February 1983.

_____. "Washington Report." *Update.* March 1982, p. 1.

Stedman, Murray S., Jr. *State and Local Governments.* 2nd ed. Cambridge: Winthrop Publishers, 1979.

Task Force on Education for Economic Growth. *Action for Excellence.* Denver: Education Commission of the States, 1983.

Virginia Alcohol Safety Action Program. *Public Information and Education Manual.* Richmond: Virginia Alcohol Safety Action Program, 1977.

Webster, George D. *Associations and Lobbying Regulations.* Washington, DC: Chamber of Commerce of the United States, Association Division, 1979.

_____. "What Are the Lobbying Limits on 501(c)(3) And 501(c)(6) Groups?" *Association Management* Feb. (1983): 39-41.

Wisconsin Clearinghouse for Alcohol and Other Drug Information. *Getting the Word Out.* Maidson: Wisconsin Clearinghouse for Alcohol and Other Drug Information, 1979.

Wolk, Ronald A. *The American Education Deskbook, 1982-83.* Washington, DC: Editorial Projects in Education, Inc., 1982.

For a strong profession and a caring Professional

JOIN THE AMERICAN ALLIANCE

A sample of benefits to you:

▶Renowned Periodicals

- Journal of Physical Education, Recreation and Dance (9 issues)
- Health Education (6 issues)
- Research Quarterly for Exercise and Sport (4 issues)
- Update (9 issues)

▶Specialized Membership

Choose membership in one or two associations which represent your professional field:
AALR
ASCSA
AAHE
ARAPCS
NAGWS
NASPE
NDA

▶Professional Publications At a Discount

Literature on the issues, theories, and practices most important to you . . . And at a special membership discount, too.

▶Low-Cost Insurance Programs

Optional insurance and financial programs at low group costs:

- Accidental Death and Dismemberment
- Cancer Plan
- Crisis Hospital-Convalescence Coverage
- Disability Income Protection
- Hospital Helper
- Life Insurance
- Personal Liability "Business Pursuits" Insurance
- Memberloan

▶Conventions and Conferences

Annual Convention where thousands of colleagues from across the country gather . . . at reduced member fees. Also six regional conventions, and state and local conferences.

JOIN THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

1 **Yes,** I want to join the **American Alliance**
Mr. Mrs. Miss Ms

Name _____

Address _____

City _____

State _____ Zip _____

Tel Home ( ) _____ Office ( ) _____

2 I select the following membership option, based on my status in the profession and my choice of periodicals.

Update and	Professional	Graduate	Undergrad
Any one periodical	☐ $42	☐ $25	☐ $22
Any two periodicals	☐ $52	☐ $35	☐ $32
Any three periodicals	☐ $62	☐ $45	☐ $42

3 **I wish to receive the following periodicals:**

- ☑ Update (An automatic benefit of membership)
- ☐ Journal of Physical Education, Recreation and Dance
- ☐ Health Education
- ☐ Research Quarterly for Exercise and Sport

4 **I select membership in the following association(s) of the American Alliance:** (Circle two boxes, indicating your first and second choices. You may select one association twice. Each association selected receives a portion of your dues.)

- [1] [2] American Association for Leisure and Recreation (AALR)
- [1] [2] American School and Community Safety Association (ASCSA)
- [1] [2] Association for the Advancement of Health Education (AAHE)
- [1] [2] Association of Research, Administration, Professional Councils and Societies (ARAPCS)
- [1] [2] National Association for Girls and Women in Sports (NAGWS)
- [1] [2] National Association for Sports and Physical Education (NASPE)
- [1] [2] National Dance Association (NDA)

5 **I am remitting my dues:**

- ☐ by enclosed check, payable to AAHPERD
- ☐ by charge ☐ VISA ☐ MASTERCARD

Card # _____ Expiration Date _____

Signature _____

For Office Use Only
code 101
Dt _____
Ck _____
Amt _____
No _____

Two dollars of dues are allocated to Update, and six dollars per each selected periodical.

Return this form with payment to:
AAHPERD
1900 Association Drive
Reston, Virginia 22091

BEST COPY AVAILABLE

BEST COPY AVAILABLE

JOIN THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

1 Yes, I want to join the American Alliance
Mr. Mrs. Miss Ms.

Name _____

Address _____

City _____

State _____ Zip _____

Tel. Home ( ) _____ Office ( ) _____

2 I select the following membership option, based on my status in the profession and my choice of periodicals:

Update and	Professional	Graduate	Undergrad
Any one periodical	☐ $42	☐ $25	☐ $22
Any two periodicals	☐ $52	☐ $35	☐ $32
Any three periodicals	☐ $62	☐ $45	☐ $42

3 I wish to receive the following periodicals:
- ☑ Update (An automatic benefit of membership)
- ☐ Journal of Physical Education, Recreation and Dance
- ☐ Health Education
- ☐ Research Quarterly for Exercise and Sport

4 I select membership in the following association(s) of the American Alliance: (Circle two boxes, indicating your first and second choices. You may select one association twice. Each association selected receives a portion of your dues.)
- [1] [2] American Association for Leisure and Recreation (AALR)
- [1] [2] American School and Community Safety Association (ASCSA)
- [1] [2] Association for the Advancement of Health Education (AAHE)
- [1] [2] Association of Research, Administration, Professional Councils and Societies (ARAPCS)
- [1] [2] National Association for Girls and Women in Sports (NAGWS)
- [1] [2] National Association for Sports and Physical Education (NASPE)
- [1] [2] National Dance Association (NDA)

5 I am remitting my dues:
- ☐ by enclosed check, payable to AAHPERD
- ☐ by charge ☐ VISA ☐ MASTERCARD

Card # _____ Expiration Date _____

Signature _____

For Office Use Only
code 101
Dt _____
Ck _____
Amt _____
No _____

Two dollars of dues are allocated to Update, and six dollars per each selected periodical.

Return this form with payment to:
AAHPERD
1900 Association Drive
Reston, Virginia 22091

For a strong profession and a caring Professional

JOIN THE AMERICAN ALLIANCE

A sample of benefits to you:

▶Renowned Periodicals
- Journal of Physical Education, Recreation and Dance (9 issues)
- Health Education (6 issues)
- Research Quarterly for Exercise and Sport (4 issues)
- Update (9 issues)

▶Specialized Membership

Choose membership in one or two associations which represent your professional field:
AALR
ASCSA
AAHE
ARAPCS
NAGWS
NASPE
NDA

▶Professional Publications At a Discount

Literature on the issues, theories, and practices most important to you . . . And at a special membership discount, too.

▶Low-Cost Insurance Programs

Optional insurance and financial programs at low group costs:
- Accidental Death and Dismemberment
- Cancer Plan
- Crisis Hospital-Convalescence Coverage
- Disability Income Protection
- Hospital Helper
- Life Insurance
- Personal Liability "Business Pursuits" Insurance
- Memberloan

▶Conventions and Conferences

Annual Convention where thousands of colleagues from across the country gather . . . at reduced member fees. Also six regional conventions, and state and local conferences.

A membership service of the

AMERICAN ALLIANCE
FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

In cooperation with the SGMA Physical Education and Sports Committee

This packet was partially funded by a grant from the
Sporting Goods Manufacturers Association